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ABSTRACT

This guide to Nutrition Education has 12 sections which cover the following areas: scope; facts about nutrition basics; games and activities; poems, plays, and stories; songs; food preparation in the classroom; puppets, patterns, and puzzles; suggestions for tasting parties; recipes for snacks and celebrations; clues for creative cafeterias; and learning center activities. Each section is color coded and has complete instructions and all the necessary materials. The final section lists audiovisual resources (169 items) and 72 sources of nutrition education materials. (LL)

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CREATIVE NUTRITION EDUCATION — AN INTEGRATED APPROACH

A Recommended Guide for Oklahoma Elementary Level

Oklahoma State Department of Education
John M. Folks, State Superintendent of Public Instruction

September 1986

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A PROJECT OF
OKLAHOMA
STATE DEPARTMENT
OF EDUCATION

Child Nutrition Programs Division

Nutrition Education & Training Program

TOM FREEMAN, ASSISTANT SUPERINTENDENT
Director, Child Nutrition Programs Division

Funded by USDA, Food and Nutrition Service

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INTRODUCTION

In October of 1977, the United States Congress passed a bill authorizing a nutrition education and training program. This bill, "The National School Lunch and Child Nutrition Amendments of 1977," focused on providing nutrition education to school children and teachers and on providing both nutrition education and training in principles and practices of food service management to school food service personnel.

The Oklahoma State Department of Education established a Nutrition Education and Training Program to meet the purposes of the 1977 law. Program staff developed a statewide plan for achieving the goals of the legislation which was funded by the United States Department of Agriculture, Food and Nutrition Service. Phase One of the plan included the development of a guide for use by school teams in integrating nutrition education into the curriculum. As a first step toward the development of the guide, the department contracted with Oklahoma State University to hold a workshop for the development of a working elementary curriculum guide framework. In December of 1978, the workshop participants, which included Nutrition Education and Training Program staff, State Department of Education Curriculum and Instruction Specialists, Child Nutrition Program Consultants, elementary classroom teachers, and college nutrition instructors, met in Stillwater to accomplish the workshop's goal. An interim guide was produced as a "working book" to be used in the next phase of the state's plan.

The second phase of the program was a series of training courses that were held at six Oklahoma universities and conducted by the college instructors who participated in the December workshop. Each class included approximately five elementary school "pilot" teams. Each team included an administrator, a parent, a school food service representative, and classroom teachers. In addition to receiving basic nutrition information, strategies for curriculum integration were discussed and demonstrated and a copy of the interim guide was given to each participant. The teams developed plans and then implemented nutrition education programs in their local schools. The recommendations made regarding the effectiveness of the program provided information for the revision and expansion of the guide.

Creative Nutrition Education, An Integrated Approach is the culmination of much time, effort, and thought. Based on the concepts developed at the 1969 White House Conference on Food, Nutrition and Health, the guide's scope is divided into five areas of interest — Kindergarden through Grade 3 and Reading/Language Arts/Art, Science/Mathematics, Social Studies, and Health for Grades 4-6. Each area contains specific objectives, activities, and resources for each concept.

Following the scope section, one will discover a section providing basic nutrition information plus additional sections containing the mouthwatering activities and resources referred to in the scope. The "hands on" activities and resources included were designed to help make the teaching and learning of nutrition fun, easy, and rewarding.

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Just as a student must learn to read, solve mathematical problems, and write, proper eating habits must be learned. The State Department of Education is proud to be a part of developing optimal mental and physical health in Oklahoma children.

Scientific research has linked poor dietary practices to obesity, coronary heart disease, hypertension, and some types of cancer. Therefore, forming healthy lifestyle habits at an early age can contribute not only to improved quality of life but to the length of life. As educators, it is our responsibility to teach students accurate nutrition information with hope that their eating behavior will reflect their acquired nutritional knowledge.

Learning to choose foods wisely should be considered a survival skill. A familiar saying reads, "You can give a child a fish and he will have food for a day, but if you teach a child to fish, he will have food for a lifetime."

John M. Folks

John M. Folks, State Superintendent

Of all the subjects taught in our schools, including math, science, English, social studies, and physical education, none could be more important than nutrition education. Proper nutrition is essential for life and, therefore, education in the area of nutrition is life-sustaining. How we eat and what we eat as young people will affect our health and well-being as adults.

For forty years, Child Nutrition Programs have been providing balanced meals for students. Although the cafeteria can be an excellent learning experience, additional instruction is needed in order to teach students to choose foods wisely.

This curriculum guide is designed to help incorporate nutrition education principles into all subject areas. The variety of learning experiences, teaching aids, and reference sections within this guide should be adaptable for classrooms of any size and grade level. With a minimal amount of planning and preparation, educators should be equipped to teach students the fundamentals of healthy eating.

Tom Freeman

Tom Freeman
Assistant Superintendent
Director, Child Nutrition Programs Division

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SECTION A

SCOPE

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BASIC CONCEPTS FOR NUTRITION EDUCATION

The White House Conference on Food, Nutrition, and Health, which met in December, 1969, developed the following conceptual framework for nutrition education in schools.

I. Nutrition is the process by which food and other substances eaten become you. The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.

II. Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.
   1. Each nutrient has specific uses in the body.
   2. For the healthful individual, the nutrients needed by the body are usually available through food.
   3. Many kinds and combinations of food can lead to a well-balanced diet.
   4. No natural food, by itself, has all the nutrients needed for full growth and health.

III. The way a food is handled influences the amount of nutrients in the food, its safety, appearance, taste, and cost; handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.

IV. All persons, throughout life, have need for about the same nutrients but in varying amounts.
   1. The amounts needed are influenced by age, sex, size, activity, specific conditions of growth, and state of health, altered somewhat by environmental stress.
   2. Suggestions for kinds and needed amounts of nutrients are made by scientists who continuously revise the suggestions in the light of the findings of new research.
   3. A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families.

V. Food use relates to the cultural, social, economic, and psychological aspects of living as well as to the physiological.
   1. Food is culturally defined.
   2. Food selection is an individual act, but it is usually influenced by social and cultural sanctions.
   3. Food can be chosen so as to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.
   4. Attitudes toward food are a culmination of many experiences, past and present.

VI. The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in usefulness, safety of use, and economy.

VII. Foods play an important role in the physical and psychological health of a society or a nation just as it does for the individual and the family.
  1. The maintenance of good nutrition for the larger units of society involves many matters of public concern.
  2. Nutrition knowledge and social consciousness enable citizens to participate intelligently in the adoption of public policy affecting the nutrition of people around the world.

CONCEPTS AS BASIS FOR OKLAHOMA NUTRITION EDUCATION PROGRAM

During the course of the Nutrition Education Curriculum Development Workshop, these seven basic concepts were adapted to serve as a basis for the state's curriculum guide. The five basic concepts, as identified by the participants to be used throughout the guide, are as follows:

I. Eating good food contributes to good health. Good food habits are the responsibility of the individual.

II. The way a food is handled influences the amount of nutrients in the food as well as its appearance, taste, and cost.

III. All persons, throughout life, have need for the same nutrients but in differing amounts.

IV. Food use relates to the cultural, social, economic, psychological, as well as the physiological aspects of living.

V. Foods play an important role in the physical and psychological health of a society or a nation just as it does for the individual and the family.

The following portion of this section expands upon the Oklahoma concepts for nutrition education by identifying specific objectives for each concept. Since certain developmental levels must be reached prior to accomplishment of various objectives, only a portion of the objectives have been targeted for the K-3 and 4-6 levels with continuing nutrition education at the junior and senior high levels completing the overall picture. Although the guide provides numerous activities for each K-3 and 4-6 objective, it may be necessary to modify activities from preceding levels when working with transitional bilingual students or children who have no nutrition education background. Remember, too, that the activities suggested in no way compose a complete list; many more activities could and probably will be identified by the teacher who uses the guide.

OKLAHOMA CONCEPTS AND OBJECTIVES IN NUTRITION EDUCATION

		DEVELOPMENTAL LEVELS			
		K-3	4-6	Jr. Hi.	Sr. Hi.
CONCEPT I	EATING GOOD FOOD CONTRIBUTES TO GOOD HEALTH. GOOD FOOD HABITS ARE THE RESPONSIBILITY OF THE INDIVIDUAL.				
OBJECTIVES	The student will:				
A.	Recognize that the realm of available food choices is very large, as is the different forms in which a particular food may appear.	X	X		
B.	Classify foods into five basic food groups according to the contribution each food makes to our diet.	X	X	X	
C.	Recognize the importance of eating well balanced meals as well as nutritious snacks.	X	X	X	
D.	Recognize that food is the primary source of nutrients.		X	X	X
E.	Recognize that the nutrients we obtain from the foods we eat have specific functions in the body.			X	X
F.	Compare the nutritional merits and shortcomings of food supplements.			X	X
CONCEPT II	THE WAY A FOOD IS HANDLED INFLUENCES THE AMOUNT OF NUTRIENTS IN THE FOOD AS WELL AS ITS SAFETY, APPEARANCE, TASTE, AND COST.				
OBJECTIVES	The student will:				
A.	Recognize good habits for sanitation and safety in food handling.	X	X	X	X
B.	Identify ways to store food to retain freshness and nutritive value.	X	X	X	X
C.	Recognize that variety in color, flavor, texture, and shape makes eating more interesting and enjoyable.	X	X	X	X
D.	Cite the major factors which affect food cost in the marketplace.			X	X
E.	Compare conventional, convenience, and fast foods with regard to nutritional quality, cost, preparation time, and acceptability.			X	X

		DEVELOPMENTAL LEVELS			
		K-3	4-6	Jr. Hi.	Sr. Hi.
CONCEPT III	ALL PERSONS, THROUGHOUT LIFE, HAVE NEED FOR THE SAME NUTRIENTS BUT IN DIFFERING AMOUNTS.				
OBJECTIVES	The student will:				
A.	Identify similarities and differences in nutritional needs which are apparent during various stages in the life cycle.	X	X	X	X
B.	Evaluate nutrition labeling as a means of making informed food choices.		X	X	X
C.	Analyze the effects of balanced and unbalanced diets in relation to health status.			X	X
CONCEPT IV	FOOD USE RELATES TO THE CULTURAL, SOCIAL, ECONOMIC, AND PSYCHOLOGICAL, AS WELL AS THE PHYSIOLOGICAL ASPECTS OF LIVING.				
OBJECTIVES	The student will:				
A.	Identify social sanctions associated with the preparation and service of foods around the world.	X	X	X	X
B.	Develop an appreciation for foods from different ethnic and religious groups, regions, and countries.	X	X	X	X
C.	Discover the influence of other countries, regions, and ethnic and religious groups on our food habits.		X	X	X
D.	Develop a discriminating attitude toward food advertising in the media.		X	X	X
E.	Compare different world-wide food patterns and habits and suggest factors which might account for variations.			X	X
CONCEPT V	FOODS PLAY AN IMPORTANT ROLE IN THE PHYSICAL AND PSYCHOLOGICAL HEALTH OF A SOCIETY OR A NATION JUST AS IT DOES FOR THE INDIVIDUAL AND THE FAMILY.				
OBJECTIVES	The student will:				
A.	Recognize that food has played an important role in the growth of our country.	X	X	X	
B.	Recognize the status of the world's hunger problem.			X	X
C.	Identify factors that affect the health and nutrition of people around the world.			X	X

CREATIVE NUTRITION

K-3

CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Complete learning center activities. **Learning Center Section.** **Vegetables of All Kinds** # 8 **Test Your Taster** # 9 **Grouping Foods by Classes** #13 **Foods in Their Different Forms** #14 **Food Alphabet** #16
I	A	**Jump Rope Jingles. Poems, Plays, and Stories Section.**
I	A	**Food Alphabet Transparencies. Puppets, Patterns, and Puzzles Section.**
I	A	Make collages of fruits and vegetables, milk and milk products, good snacks, etc.
I	A	Have a food show and discuss new and different foods.
I	A	Play games. **Games and Activities Section.** **Name Me** **Am I Animal or Plant?** **Jigsaw Puzzles** **Play Dough You Can Eat!** — Model various food forms from the play dough. **Surprise!! Pudding Fingerpaint!** — Paint pictures of favorite foods.
I	A	Read food-related stories and have tasting parties. **Peter Rabbit. Test Your Taster Section.** **Green Eggs & Ham. Test Your Taster Section.** **Stone Soup. Food Preparation in the Classroom Section.**
I	A	Sing nutrition-related songs. **Sing About Nutrition Section.** **Nutritious Words to Familiar Tunes** "Tune: I've Been Working on the Railroad" "Tune: Strawberry Blonde" "Tune: Three Blind Mice" "Tune: La Cucaracha" "Tune: Farmer in the Dell" "Tune: Tra-la-la-boom-de-ay" "Tune: Here We Go 'Round the Mulberry Bush"

CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Prepare a variety of foods in different forms. **Food Preparation in the Classroom Section.** **How to Make Butter** **Basic Bread Dough** **Grow Your Own Sprouts** **Instant Pudding** **Let's Make Peanut Butter** **Making Raisins** **Vanilla Ice Cream** **Yogurt**
I	A	Make displays for the cafeteria and classroom. **Puppets, Patterns, and Puzzles Section.** **The Citrus Family** **Mr. Fruitman** **Good Foods Train** **Good Foods Tablecloth**
I	A	Conduct tasting parties and related activities. **Test Your Taster Section.** **Can You Name It?** **Five Ways to Learn About Cabbage** **Fruit and/or Vegetable Basket Turnover** **Name the Food in the Mystery Feel Box** **Please Do Eat the Flowers** **What Am I?** **What Part of a Plant Am I?** **Miscellaneous Tasting Party Suggestions** "Lollipop Vegetable Party"
I	A	Discuss various forms of a particular food. Example: apple, applesauce, apple juice, baked apples, apple salad, etc. Have related tasting parties. **Test Your Taster Section.** **Miscellaneous Tasting Party Suggestions** "Forms of a Food Party" "Food Group Party"
I	A	Read **The Little Red House With No Doors and No Windows. Poems, Plays, and Stories Section.**
I	A	View films. **Resources Section — Audio Visuals.** **Most Important Person Series** "Tasting Party" "Foods Around Us"

CONCEPT	OBJECTIVE	ACTIVITIES
I	B	Complete learning center activities. **Learning Center Section.** **Basic Five Food Groups** #11 **Favorite Foods** #15
I	B	Construct picture booklets for each of the food groups. **Puppets, Patterns, and Puzzles Section.**
I	B	Read **The Thing the Professor Forgot. Poems, Plays, and Stories Section.**
I	B	Have a "Big 4 Party." **Test Your Taster Section — Miscellaneous Tasting Party Suggestions.**
I	B	Construct Mother Hubbard's cupboard. Place food on shelves according to the five food groupings. Use pictures or empty packages for foods.
I	B	Construct puppets and present plays. **Puppets, Patterns, and Puzzles** and **Poems, Plays, and Stories Sections.** **The Healthy Big 4 Family** **Learning About Food** **The Three Bears** **The Five Little Flatcars and Mr. Troll**
I	B	Read **Dandelion: The Lion Who Lost His Roar. Resources Section — Supplemental Resources.**
I	B	Plan a class meal with the kitchen manager to have prepared and served for lunch.
I	B	Play games. **Games and Activities Section.** **What Am I? Where Do I Belong?** **Food Group Toss** **Groups: Get Together!** **Let's Go Fishing** **Toss for Nutritious Food** **Food Group Countdown**
I	B	**Pin a Food on Majestic Milk** tasting party. **Test Your Taster Section.**
I	B	Sing nutrition-related songs. **Sing About Nutrition Section.** **4-4-3-2** **Nutritious Words to Familiar Tunes** "Tune: The Old Grey Mare"

CONCEPT	OBJECTIVE	ACTIVITIES
I	C	Read stories which stress the importance of a good breakfast. **Resources Section — Supplemental Resources.** **Rupert the Tired Rabbit** **The Fox in Shangri-la**
I	C	Read poems. **Poems, Plays, and Stories Section.** **The Three Little Pigs and Their Dinners** **The Seven Dwarfs Give Us Good Advice**
I	C	Play games. **Games and Activities Section.** **Nutrition Password** **Two-Bite Club**
I	C	Have a "Good Snacks Party." **Test Your Taster Section — Miscellaneous Tasting Party Suggestions.**
I	C	Present puppet show "The Unhappy Alligator," available from **Florida Citrus Commission. Resources Section — Supplemental Resources.**
I	C	View films. **Resources Section — Audio Visuals.** **Winnie the Pooh: Nutrition and You Series** "Personal Choices" "Balanced Diet — The Need for Variety" "Review — The Need for Healthy Habits" **Most Important Person Series** "What's for Breakfast?" "Have a Snack" **Snacking Mouse** **Snacking Mouse Goes to School** **The Dentist: A First Film** **The Owl and Fred Jones** **You & Your Food**
I	C	Sing nutrition-related songs. **Sing About Nutrition Section.** **Share a Snack with a Friend** **Good Nutrition** **You Gotta Eat Breakfast** **You Gotta Eat Right** **It's Up to You** **Breakfast Song** **Good Lunch Song** **The Little Lamb's Nutrition Song** **Nutritious Words to Familiar Tunes**

CONCEPT	OBJECTIVE	ACTIVITIES
		"Tune: Peggy O'Neil" "Tune: Oh Dear What Can the Matter Be?" "Tune: I Love Coffee . . ." "Tune: Battle Hymn of the Republic"
II	A	Demonstrate proper hand washing techniques. Encourage students to practice these techniques on a regular basis. **Food Preparation in the Classroom Section — Eight Step Procedure for Handwashing.**
II	A	Make an outline of each child's hand on construction paper and display. Reward clean hands with a star or sticker each day.
II	A	Demonstrate safety practices to be followed when preparing foods. **Food Preparation in the Classroom Section — Safety.**
II	A	Draw pictures and/or make posters which illustrate good sanitation and/or safety practices.
II	A	Take a tour of the cafeteria-kitchen. **Clues for Creative Cafeterias Section — Ideas for Kitchen Tours.**
II	A	Discuss sanitary eating practices. Encourage sanitary practices during lunch and tasting parties. **Test Your Taster Section — Tasting Party Tips.**
II	B	Take a tour of the school cafeteria kitchen. **Clues for Creative Cafeterias Section — Ideas for Kitchen Tours #10.**
II	B	Demonstrate the effects of improper storage on various foods. Examples: Sour milk, moldy bread, stale crackers, etc.
II	B	Visit the supermarket and identify a variety of food storage methods. Compare to home storage of foods.
II	B	Study dried foods. **Food Preparation in the Classroom Section — Making Raisins.**
II	B	Slice carrots or apples. Draw around slices on white paper and place the food item in a sunny spot for several days. Compare the size, texture, smell, etc. before and after drying.
II	B	Soak dried fruit overnight. Feel and taste dried and soaked fruit. Discuss differences.

CONCEPT	OBJECTIVE	ACTIVITIES
II	B	View film. **Winnie the Pooh: Nutrition and You Series,** "Shopping for Good Health." **Resources Section — Audio Visuals.**
II	B	Sing nutrition-related song. **Tomorrow. Sing About Nutrition Section.**
II	C	Prepare a variety of foods to illustrate creativity in food preparation. **Snacks and Celebrations Section — Artistic Ideas with Foods.**
II	C	Have a tasting party. **Test Your Taster Section.** **Miscellaneous Tasting Party Suggestions** "Smelling Party" "Color Tasting Party"
II	C	Complete **Color Me Nutritious, Delicious, and Fun Coloring Sheets. Puppets, Patterns, and Puzzles Section.**
II	C	Show and Tell. Assign a color or a shape to each student. Ask them to bring an example or picture of a fruit or vegetable representative of their assigned color or shape.
II	C	List foods that belong to color groups. Examples: yellow — squash, egg yolk . . . orange — carrots, oranges . . . green — broccoli, green beans . . . red — beets, radishes.
II	C	Compare raw foods with those which have been canned, frozen, dried, and/or cooked. Discuss changes which occured in color, flavor, texture, and shape.
III	A	Discuss eating the 4-4-3-2 way. **Nutrition Basics — Know the Facts Section — Daily Food Guide.**
III	A	If an upper grade is having an animal feeding experiment, have your class follow the progress and results closely.
III	A	Collect and display students' baby pictures. Discuss how they have changed.
III	A	Present **The Three Bears** play. **Poems, Plays, and Stories Section.**
III	A	Play games. **Games and Activities Section.** **Nutrition Password** **Trace a Child**

CONCEPT	OBJECTIVE	ACTIVITIES
III	A	Sing nutrition-related songs. **Sing About Nutrition Section.** **4-4-3-2** **Maggie and Me**
III	A	Students record their height and weight at least three times during the year. A chart could be permanently displayed on a classroom wall.
III	A	Prepare a bulletin board to illustrate changes in growth and development from infancy through adulthood. Title: Go, Grow & Glow With Me! Photographs of students and their family members, could be used on bulletin board.
III	A	See How We've Grown! Record clothing worn by children on a given day early in the school year. Later in the year, ask children to bring these same clothing items to school. Have students put on clothes and discuss growth changes which have occurred.
III	A	If you have a pet in your classroom (hamster, fish, bird, etc.), have children be responsible for its care and feeding. Observe and discuss eating habits.
IV	A	Make a list of "happy" foods, those which are associated with pleasant occasions.
IV	A	Plan meals and snacks and discuss family customs for various holiday occasions.
IV	A	Discuss good table manners and practice good manners during lunch and tasting party activities.
IV	A	Encourage children to help with table setting and simple food preparation at home.
IV	A	Investigate mealtime customs of children from different lands.
IV	A	Make a collage representative of families in various mealtime situations.
IV	A	View film from the **Winnie the Pooh: Nutrition and You Series,** "Mealtime, Special Time." **Resources Section — Audio Visuals.**
IV	B	**Name Me. Games and Activities Section.**
IV	B	Sing nutrition-related song. **Goulash, Garbanza Beans and Guacamole. Sing About Nutrition Section.**

CONCEPT	OBJECTIVE	ACTIVITIES
IV	B	Visit a supermarket and identify foods from other lands.
IV	B	List foods and dishes of foreign origin which are now common in American diets. Discuss how and why they became popular.
IV	B	Plan a celebration for a holiday or special occasion observed by people of another land and culture.
IV	B	Investigate favorite foods from different regions of the United States. Discuss reasons why they became regional favorites.
IV	B	Investigate eating habits of the early Oklahoma Indian tribes. Make a bulletin board.
IV	B	Have a "Foods From Other Countries" tasting party. **Test you Taster Section — Miscellaneous Tasting Party Suggestions.**
IV	B	View films. **Resources Section — Audio Visuals.** **Most Important Person Series** "Tasting Party" **Winnie the Pooh: Nutrition and You Series** "Regular Meals" **The Big Dinner Table** **Food Around the World**
V	A	Prepare a display of and discuss foods that were available during various periods in American history. Include Indian foods and customs, early explorers, and first settlers.
V	A	Draw pictures to illustrate how foods in earlier times were obtained, prepared, and preserved.
V	A	Read stories about the first Thanksgiving. Discuss the foods that were available for this celebration.

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READING, LANGUAGE ARTS and ART

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CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Make collages of foods representatives of good snacks, fruits and vegetables, milk and milk products, etc.
I	A	**Jump Rope Jingles. Poems, Plays, and Stories Section.**
I	A	Write stories about trying new foods.
I	A	Have a tasting party. **Test Your Taster Section.** **Miscellaneous Tasting Party Suggestions** "Forms of a Food Party" "Food Group Party"
I	A	Compose original recipes for a class recipe book.
I	A	Sing nutrition-related songs. **Sing About Nutrition Section.** **Nutritious Words to Familiar Tunes** "Tune: Strawberry Blonde" "Tune: Tra-la-la-boom-de-ay" "Tune: Here We Go 'Round the Mulberry Bush" "Tune: Three Blind Mice" "Tune: La Cucaracha" "Tune: I've Been Working on the Railroad" "Tune: Farmer in the Dell"
I	A	**Food On My Back. Games and Activities Section.**
I	A	Complete pencil and paper activities. **Puppets, Patterns, and Puzzles Section.** **Cross Match** **Fruit Flair** **Grow Your Own Mixed Vegetables** **Scramble For Your Food**
I	B	Play games. **Games and Activities Section.** **Basic Five Bingo.** **Nutrition Concentration**
I	B	Read **The Thing the Professor Forgot. Poems, Plays, and Stories Section.**
I	B	Have a "Big 4 Party." **Test Your Taster Section — Miscellaneous Tasting Party Suggestions.**
I	B	Create a sandwich contest. Write recipes for sandwiches containing an ingredient from each food group.

READING, LANGUAGE ARTS and ART

CONCEPT	OBJECTIVE	ACTIVITIES
I	B	Complete pencil and paper activities. **Puppets, Patterns, and Puzzles Section.** **Food Groups Do Count** **Milk Group Hidden Word Puzzle** **Breads and Cereals Group Hidden Word Puzzle** **Meat Group Hidden Word Puzzle** **Fruits and Vegetables Group Hidden Word Puzzle** **Identify the Food Group** **Score With the Basic Five** **The Scramble Egg Game**
I	B	Sing nutrition-related songs. **Sing About Nutrition Section.** **4-4-3-2** **Nutritious Words to Familiar Tunes** "Tune: The Old Grey Mare"
I	B	Construct puppets. **Puppets, Patterns, and Puzzles Section.** Present plays. **Poems, Plays, and Stories Section.** **The Healthy Big Four Family** **The Garden of Good Eating** **The Five Little Flatcars and Mr. Troll**
I	C	Present **To Eat or Not To Eat a Good Breakfast. Poems, Plays, and Stories Section.**
I	C	Make bulletin boards, mobiles, collages, displays, etc. for use in classroom and/or cafeteria. **Clues for Creative Cafeterias** and **Puppets, Patterns, and Puzzles Section.** **The Citrus Family** **Mr. Fruitman** **Good Foods Train** **Good Foods Tablecloth**
I	C	Complete learning center activities. **Learning Center Section.** **Plan Three Meals** #1 **Plan a Breakfast** #2 **Eating Out** #17 **Lunch Sack Activity** #18
I	C	Make recipe books for parents of nutritious snacks. **Snacks and Celebrations Section.**
I	C	**The Scramble Egg Game. Games and Activities Section.**

4-6 READING, LANGUAGE ARTS and ART

CONCEPT	OBJECTIVE	ACTIVITIES
I	C	Have a "Good Snacks Party." **Test Your Taster Section — Miscellaneous Tasting Party Suggestions.**
I	C	Sing nutrition-related songs. **Sing About Nutrition Section.** **Good Nutrition** **Share a Snack With a Friend** **You Gotta Eat Breakfast** **Fad Foods and Quick Diets** **You Gotta Eat Right** **It's Up to You** **Breakfast Song** **Good Lunch Song** **The Little Lamb's Nutrition Song** **Nutritious Words to Familiar Tunes** "Tune: Peggy O'Neil" "Tune: Oh Dear, What Can the Matter Be?" "Tune: I Love Coffee . . ." "Tune: Battle Hymn of the Republic"
I	D	Include names of nutrients in weekly spelling words.
I	D	Present plays. **Poems, Plays, and Stories Section.** **The Five Little Flat Cars and Mr. Troll** **The Garden of Good Eating** **Nutrient Trial**
I	D	**Create a Nute. Puppets, Patterns, and Puzzles Section.**
I	D	Complete pencil and paper activities. **Puppets, Patterns, and Puzzles Section.** **Know Your Nutrients** **Name A Nutrient** **Nutrition and Notable Characters** **Little Red Riding Hood Up-To-Date** **The Key Nutrient Match** **The Vitamin Road to Good Nutrition** **Vitamin A and Vitamin C Crossword Puzzles**
I	D	Students write letters to food companies requesting nutrition information pertaining to specific products and report findings to the class.
I	D	**Nutrient Values of Foods. Learning Center #4.**

4-6 READING, LANGUAGE ARTS and ART

CONCEPT	OBJECTIVE	ACTIVITIES
I	D	Sing nutrition-related songs. **Sing About Nutrition Section.** **Everybody's Body** **Mulligan Stew Theme**
II	A	Prepare bulletin board of news articles pertaining to mishaps caused by improper sanitary practices.
II	A	Draw pictures and/or make posters which illustrate good sanitation and/or safety practices. **Food Preparation in the Classroom Section.**
II	B	**Food Storage Quiz. Puppets, Patterns, and Puzzles Section.**
II	B	Read labels on various preserved food items to determine the length of time the food will remain useable and nutritious when stored properly.
II	B	Read labels and identify additives used to preserve food items.
II	B	Sing nutrition-related song. **Tomorrow. Sing About Nutrition Section.**
II	C	**A Menu Planner's Dream. Puppets, Patterns, and Puzzles Section.**
II	C	Prepare a bulletin board entitled "Pretty As A Picture" to illustrate various colors and shapes available from foods. Also use materials with different textures in bulletin board construction.
II	C	**Artistic Ideas With Foods. Snacks and Celebrations Section.**
II	C	Plan and/or evaluate menus with regard to color, flavor, texture, and shape.
III	A	Prepare a bulletin board to illustrate changes in growth and development from infancy throughout adulthood. Photographs of students and their family members could be included.
III	A	Plan 1 day's well balanced meals and snacks for each of the following persons: preschool child, teenage athlete, adult, and elementary school-age child. **Nutrition Basics — Know the Facts Section — Daily Food Guide.**
III	A	Sing nutrition-related song. **Maggie and Me. Sing About Nutrition Section.**

CONCEPT	OBJECTIVE	ACTIVITIES
III	B	Define terms such as enriched, fortified, homogenized, pasteurized, etc. Give examples of products which have been enriched, fortified, etc.
III	B	Read labels for various forms of sugar and sodium compounds found in processed foods.
III	B	Write letters to food companies to obtain additional nutrition information concerning specific products. **Resources Section — Sources of Nutrition Education Materials.**
III	B	Using a variety of food labels, list the types of information contained on the labels.
IV	A	Plan meals and discuss family customs observed on various holiday occasions.
IV	A	Decorate the cafeteria for special occasions, holidays, etc.
IV	A	Work with the cafeteria manager to plan a nutritious picnic lunch. Include foods, games, etc. which make the picnic a pleasant occasion for everyone. Send invitations to principals, parents, etc.
IV	B	Research the origin of various food items. Example: sandwich, tomatoes, various spices, etc.
IV	B	Sing nutrition-related song. **Goulash, Garbanza Beans and Guacamole. Sing About Nutrition Section.**
IV	C	Invite parents and/or other people in the community to visit class to prepare foods which are indicative of various cultural backgrounds.
IV	C	Compile a holiday cookbook of foreign foods.
IV	C	Prepare a list of foods named after countries and/or regional areas. Examples: French toast, baked Alaska, New England clam chowder, Boston baked beans, southern fried chicken, San Francisco sour dough bread, . . .
IV	C	Write to pen pals across the world about dietary patterns and practices.
IV	D	Design newspaper and/or magazine ads for various food items.
IV	D	Write T.V. commercials to promote a selected food item. Examples: good snacks, nutritious breakfast foods, fruits and vegetables, etc.

CONCEPT	OBJECTIVE	ACTIVITIES
IV	D	Act out favorite T.V. commercials and discuss why these commercials appeal to the public.
IV	D	Observe T.V., radio, billboards, newspapers, magazines, etc. and record the number of advertisements seen or heard during a specific period of time. Report on the type and quality of such advertisements.
IV	D	View film. **Sooper Goop. Resources Section — Audio Visuals.**
V	A	Have students write to their U.S. Congressman and/or Senators to obtain a copy of the United States Department of Agriculture Yearbook.

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SCIENCE and MATH

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CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Prepare a variety of foods in various forms. **Food Preparation in the Classroom Section.** **How to Make Butter** **Instant Pudding** **Vanilla Ice Cream** **Yogurt**
I	A	Compare and taste different forms of milk — whole, skim, butter, evaporated, dry, sweetened condensed, 2%, etc.
I	A	Graph the percentage of fat contained in the various forms of milk.
I	B	Prepare a food which contains at least one ingredient from each of the basic food groups. Examples: pizza, lasagna, taco, blueberry muffins, banana nut bread, cranberry bread, pumpkin pie, etc.
I	B	**Plant Experiments: What Do Plants Need to Grow? Games and Activities Section.**
I	B	View film. **What's to Eat? Resources Section — Audio Visuals.**
I	B	Evaluate the amounts of specific ingredients in various recipes, identify the food group to which each ingredient belongs, and determine the contributions the finished product makes to the diet. See **Snacks and Celebrations Section** for recipes.
I	C	Calculate the cost of various well balanced breakfasts. **Eating Out. Learning Center #17.**
I	C	Conduct surveys of students' eating habits. Determine the percentage of students eating well balanced meals or the frequency a food group is inadequate in diets, etc.
I	C	Conduct and/or observe an animal feeding experiment. Record weight gain, growth, observable effects of inadequate diet, etc.
I	C	View films. **Resources Section — Audio Visuals.** **Habits of Health — Foods to Live and Grow** **Food, Energy, and You**

CONCEPT	OBJECTIVE	ACTIVITIES
I	D	Complete learning center activities. **Learning Center Section.** **Recommend Dietary Allowances** #3 **Magic Minerals** #6 **Viewing Vitamins** #7 **Protein: The Master Builder** #12 **Vitamin Discovery** #20 **Food and You** #21 **Nutrient Blackout** #22
I	D	**Nutrition Concentration. Games and Activities Section.**
I	D	**Testing for Nutrients. Games and Activities Section.**
I	D	**Plant Experiments: What Do Plants Need to Grow? Games and Activities Section.**
I	D	View films. **Resources Section — Audio Visuals.** **How a Hamburger Turns Into You** **Calories, Calories** **Vitamins from Food**
I	D	Make **Nutritive Value of Foods** comparison cards. **Resources Section — Supplemental Resources.**
I	D	Examine the nutritional needs of animals. How do these needs compare to ours? How do animals in the wild meet their nutritional needs? Example: All animals except man, monkeys and guinea pigs produce their own supply of vitamin C and do not need this nutrient in foods. Animals such as rabbits and squirrels receive their calcium supply by nibbling on bones.
I	D	Conduct calcium experiment. Soak a chicken bone in vinegar for two to three weeks. Explain the function of calcium in bone structure. Show vinegar-soaked bone to students. Explain that most of the calcium in the bone has been drawn into the vinegar. Let children feel and see what could happen to bones with an insufficient calcium supply.
I	D	Discuss the various nutrients and the functions and sources of each. **Nutrition Basics — Know the Facts Section — Nutrients and Foods for Health.**
II	A	**Microbe Gardens. Games and Activities Section.**

CONCEPT	OBJECTIVE	ACTIVITIES
II	A	Discuss ways foods may be soiled prior to purchase — coming from the ground, spraying for insects, handling by grocer and customers. Prepare a bulletin board to show ways foods may be soiled.
II	B	Discuss and demonstrate various methods of food preservation — drying, refrigeration, freezing, canning, smoking, salting, freeze drying, etc. **Food Preparation in the Classroom Section — Making Raisins.**
II	B	Research and report on the topic, "Food for Space Travel."
II	B	Research new developments in food preservation such as the use of radiation.
II	B	Identify foods from the basic food groups which no longer require traditional storage methods. Examples: dry and canned milk and meat products.
II	B	Discuss ice crystal formation in the preparation of **Vanilla Ice Cream. Food Preparation in the Classroom Section.**
II	B	Discuss Celsius and Farenheit boiling and freezing temperatures.
II	B	Identify various storage methods. **Clues for Creative Cafeterias — Ideas for Kitchen Tours.**
II	C	Compare raw foods with those which have been canned, frozen, and/or cooked. Discuss changes which have occurred in color, flavor, texture, and shape.
II	C	Prepare **Yogurt.** Discuss changes in form, taste, and consistency. **Food Preparation in the Classroom Section.**
III	A	Measure and/or weigh standard serving sizes for various age groups. **Nutrition Basics — Know the Facts Section — Daily Food Guide.**
III	A	Graph types and amounts of foods eaten during one day. Compare individual graphs to the **Daily Food Guide** recommendations.
III	A	**Recommended Dietary Allowances. Learning Center #3.**
III	A	Review the **Recommended Daily Dietary Allowances** needed by various age groups. **Nutrition Basics — Know the Facts Section.**

CONCEPT	OBJECTIVE	ACTIVITIES
III	B	Use food labels to identify the percentage of RDA present in various foods.
III	B	Using food labels, prepare a set of nutrient comparison cards for various foods.
III	B	Compare nutrition information and ingredients in fruit packed in heavy syrup and fruit packed in natural juices.
III	B	Identify variations in weight in canned food items.
IV	A	Convert a recipe for a favorite foreign dish from standard to metric measurements.
IV	B	Plan a foreign meal and calculate nutrient contributions of non-traditional foods. For example, the protein supplied by refried beans and corn.
IV	D	Compare the price of brand name products with store brands and generic labels. Evaluate the role of advertising on prices.
IV	D	Record the number of T.V. food commercials aired during specific time periods. Report on the type and quality of the advertisements.
IV	D	Graph the frequency of advertisements for food items from each of the food groups. Which group is advertised most often?

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SOCIAL SCIENCE

4-6

CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Make a food map of the United States which shows where the major areas of food production are located.
I	A	Play the game: "I'm going to Alaska and I'm taking along an avocado" . . . etc. when learning the names of states and their capitals.
I	B	Using menus and/or recipes from several regions in the United States, categorize the food items and/or ingredients into the basic food groups.
I	B	Hold a Food Group Election to select a favorite food from each food group. Prepare campaign posters and slogans for foods within the groups. Example: "Vote for Sherry Strawberry — She's the Berry Best!"
I	C	View film. **The Real Talking, Singing, Action Movie About Nutrition. Resources Section — Audio Visuals.**
I	C	Plan a meal and/or snacks containing foods representative of a specific country being studied.
I	C	Using recipes in the **Snacks and Celebrations Section,** research the source of various ingredients. Examples: spices, coconut, raisins, chocolate, sesame seeds, etc.
I	D	Discover how specific regions of our country contribute specific nutrients in the diet. Examples: fruits high in vitamin C from tropical regions and meat high in protein from the southwest.
II	A	Research sanitation and safety practices carried out during the transportation of food items from one region of the country to another.
II	A	Investigate regulations on import and export of foods to and from foreign countries.
II	B	Discuss methods of food preservation used during various periods in history.
II	B	Trace the development of modern food preservation methods.

CONCEPT	OBJECTIVE	ACTIVITIES
II	B	Research methods of food storage used in various parts of the world.
II	C	Compare the color, flavor, texture, and shape of foods grown in different geographic areas of the United States. Example: California vs. Florida oranges, Idaho vs. Maine potatoes, etc.
III	A	Using pictures, discuss the types and amounts of foods needed by persons of different age groups engaged in a variety of activities.
III	A	Research the development of the National School Lunch Program and identify contributions school lunch makes to the diet of children.
III	B	Study the role of government agencies such as the FDA and USDA in nutrition labeling.
III	B	Draft a bill which will outline requirements for nutrition labeling and design nutrition information labels for foods which currently do not have such labels following the guidelines set forth in the bill.
III	B	Research why certain products are not required by law to list ingredients on labels. "Standard of Identity" for specific products makes listing of all ingredients unnecessary.
IV	A	Study mealtime customs of people in other lands. Discuss similarities and differences between our mealtime customs and those of people in other lands.
IV	A	Read about "Farming Grows and Changes: Different Foods and Different People," **What's to Eat?, 1979 USDA Yearbook. Resources Section — Supplemental Resources.**
IV	A	Select a food common to several countries and compare methods of preparation and service of the food.
IV	B	Discuss the concept of America as the "Melting Pot" of many cultures. Relate this to our food habits.
IV	B	Prepare a display of the diversity of ethnic foods available at fast food restaurants, in frozen food sections, and prepared from scratch at home.

CONCEPT	OBJECTIVE	ACTIVITIES
IV	B	Research and make a bulletin board on the sources of milk around the world. Show animals that people use for milk around the world. Examples include: buffalo — India, Pakistan, Egypt; yak — Central Asia; pien niu — Mongolia, China; sheep — countries around the Mediterranean Sea; goat — parts of Europe, Greece; camel — deserts of Africa and Asia; reindeer — Arctic region; horse — parts of China; donkey — parts of China.
IV	B	Work with the school food service manager to plan menus for United Nations Week. Invite parents and other interested community members to participate in the planned festivities.
IV	C	Investigate the meaning of various holiday foods and other special occasion foods such as those served at religious celebrations.
IV	C	Research the food habits, meal patterns, agricultural production, and customs and traditions of other countries. In what ways have we adapted these to our life style?
IV	C	Make a map of countries being studied. Examine the relationship between climate and the diet of the people in each country.
IV	C	Read about "What People Grow and Eat Around the World," **What's to Eat?, 1979 USDA Yearbook. Resources Section — Supplemental Resources.**
IV	D	Prepare an advertisement to sell your favorite unusual food to your classmates.
IV	D	Using your local newspaper, identify the numbers and types of food advertisements which appear daily, weekly, etc.
IV	D	Clip newspaper and magazine food articles and/or advertisements to prepare a bulletin board display. Evaluate the content of the articles/advertisements.
V	A	Investigate foods and eating patterns of the early Oklahoma Indians.
V	A	Identify foods and eating habits common to Oklahoma Indians today.

CONCEPT	OBJECTIVE	ACTIVITIES
V	A	Plan a list of foods to include in the chuck wagon for a one month long trip across the prairie.
V	A	Discuss how early man used acorns to make bread and soup.
V	A	Review recipes from old cookbooks. Compare these to recipes of today. Discuss the similarities and differences.

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CONCEPT	OBJECTIVE	ACTIVITIES
I	A	Have tasting parties. **Test Your Taster Section.**
I	B	**Food Check List. Puppets, Patterns, and Puzzles Section.**
I	B	**Menu Activity. Learning Center #19.**
I	B	Play games. **Games and Activities Section.** **Pretend Activities** **Food Group Countdown** **Percy's Balancing Act**
I	B	View film from **Mulligan Stew Series,** "Great Nutrition Turn On." **Resources Section — Audio Visuals.**
I	C	**Let's Fill Our Plates With a Well-Balanced Meal. Games and Activities Section.**
I	C	View films. **Resources Section — Audio Visuals.** **Mulligan Stew Series** "Look Inside Yourself" "Flim Flam Man" "Racer Lost His Edge" **Your Mouth**
I	D	Discuss eating the 4-4-3-2 way. **Nutrition Basics — Know the Facts — Daily Food Guide.**
I	D	Identify the major nutrients supplied in the school lunch pattern. Compare to the Basic Five Food Groups.
I	D	View films. **Resources Section — Audio Visuals.** **Mechanics of Life: Digestion and the Food We Eat** **Mr. Peanut's Guide to Nutrition**
II	A	Invite a representative from the health department to speak to the class on sanitation in food establishments.
II	A	Make a sanitation check list of points to observe and evaluate in eating establishments visited.
II	B	Identify food-borne illnesses related to improper food storage and/or preservation.
II	B	Take a field trip to a grocery store, food processing plant, meat packing plant, school kitchen, etc. to observe various refrigeration systems.

CONCEPT	OBJECTIVE	ACTIVITIES
II	B	View film from **Mulligan Stew Series,** "Count Down 4-4-3-2." **Resources Section — Audio Visuals.**
II	C	Discuss relationship between color and nutritive value of fruits and vegetables. Example: deep green — vitamin A.
III	A	Ask a parent with a new baby or very young child to visit the class and discuss the child's food needs and show examples of foods included in the baby's diet.
III	B	Identify and research food items which carry a health warning or have been banned from sale.
III	B	Using labels, identify unfamiliar ingredients and research their role.
IV	A	Show the nutritive differences in a particular food that has been prepared in a number of ways — fried, baked, boiled, broiled, stewed, etc.
IV	B	Have a "Foods From Other Countries" tasting party. **Test Your Taster Section — Miscellaneous Tasting Party Suggestions.**
IV	B	Research the health status of individuals from various countries. Compare their dietary habits with their health status.
IV	B	View film from **Mulligan Stew Series,** "Getting It All Together." **Resources Section — Audio Visuals.**
IV	D	Have students research which food industries promote products consistent with good health and good food habits.
IV	D	Have students bring articles on fad diets and discuss the effects such diets could have on one's health.
V	A	Invite a girl or boy scout leader or 4-H leader to visit the class to talk on edible plants found in the wilderness.

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Section B

NUTRITION BASICS — KNOW THE FACTS

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What's A Balanced Diet? .B 9
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WHAT'S NUTRITION ???

What do you think nutrition is? Is it eating one miraculous food to take care of all your needs? Is it taking vitamin pills? Is it three meals a day? Is it eliminating snacks? Think about your concept of nutrition and how nutrition affects your daily life.

You might think that something as basic as the relationship between the food we eat and our physical and mental well-being would have been studied for centuries and centuries. Oddly enough, that is not so. The science of how food affects health and growth is a comparatively young science.

It is really only since the early 1900's that most of what we know about nutrition has been discovered. Other sciences are much older. The ancient Egyptians studied geography 5,000 years before Christ. The science of biology has been around since before 1600. In contrast, the science of nutrition is only about 170 years old.

Food means survival, and early man survived on the food at hand — berries, nuts, fish, or animals he could hunt. Gradually he learned how to grow food and raise herds or flocks of animals to eat. His success depended largely upon the season, the elements of nature, and his farming skills.

Early men of science raised questions about food and the body, and conducted experiments to try to find the answers. The answers finally did start coming once chemistry was well developed and food could be analyzed to find what it was made of. Once physiology became a science, that could provide understanding of the human body and how it functions. Like most sciences today, the science of nutrition is constantly being studied, and each new finding affects its application to the everyday diet.

We know that there are many different nutrients needed by all living things, including human beings. Not only do different foods contain different important health-building nutrients, they contain them in different amounts. That's why we can't live on one food alone. We need many different foods — a dietary mix — if we are to take into our bodies all the different important nutrients we need to insure good health.

This discovery wasn't made all at once. Like most scientific breakthroughs, it took a lot of different investigators working in many different countries on a lot of different small problems over a long period of time to reach the many small understandings that led up to this one big understanding: **An adequate diet is one composed of many different nutrients provided in amounts and combinations that afford the best health, efficiency, and growth.**

Once the truth was discovered, you might think that everyone would change his way of eating to insure good health. You'd think diseases associated with nutritional deficiencies, like scurvy and rickets, would disappear, that people would no longer die of malnutrition, and that everyone would feel well and full of energy and pep all the time. But, odd as it may seem, this just didn't happen. In fact, it hasn't happened even to this day.

We know that many people make poor use of money available for food by making poor food choices. As a result, many people have inadequate diets. The U. S. Department of Agriculture makes periodic surveys of household food use. In a recent survey USDA found that there are fewer good diets and more poor diets today than in 1955 for both the rich and the poor. This information makes it fairly clear that it's not just the poor who eat poorly. We know the truth about good eating, so why doesn't everyone rush to adopt proper eating habits?

Food Satisfies Many Needs

People use food to satisfy needs besides hunger and the physiological needs of the body.

What are some of the needs that can be satisfied by food? Why are people in the habit of eating only certain combinations of foods, whether or not those combinations are best for them? Here are some of the common assumptions about why we eat as we do:

1. We eat for emotional security. Certain foods remind us of a time when we were happy. When we're unhappy, we tend to eat those same foods in order to make ourselves feel better. That's one reason many people eat ice cream when they are upset; it reminds them of when they were little children and life was simpler.
2. We eat to belong to a group. Different nationality groups have different foods that are particularly their own. Italian families often eat lots of pasta — spaghetti, macaroni, lasagna, and the like. Many Jewish cooks use chicken fat as a shortening in many dishes. Oriental families eat rice frequently. People tend to eat the foods eaten by others in their ethnic group, although there is a tendency today to try the foods of other nationalities as well. Similarly, we are influenced in what we eat by the people we know and see every day. Joining friends for a coffee-and-Danish break or for an after-school soda is part of being one of the gang.

   People we know can influence what we don't eat, too. Have you ever noticed that when a child in the food service line announces loudly, "Yecch! I can't stand broccoli," several other kids are likely to decide then and there that they can't stand broccoli either?
3. We eat to be in style. There are fashions in foods, just as there are in clothes. The tempting color pictures in the homemaker's magazines show us what editors think are the most attractive and delicious meals that can be made. From advertisements in the newspapers and magazines, and from commercials on radio and television, we get introduced to the "newest," the "latest," the "most-up-to-date" in food products, and we buy them and eat them to keep in style. We have seen plain and fancy fondue, creamy dips, quiches, hot canapes, Oriental fare, and pizzas of every description.
4. We eat to have pleasant taste sensations. Some foods just seem to taste better to us than others. If we feel like having something that tastes good, that's what we choose, whether or not it's in our body's best interest.
5. We eat to be sociable. People like people and like being with people. Often being together means eating together. At parties and other social gatherings, we often eat not because we are hungry but because it goes along with the pleasure of being with and talking to other people.
6. We eat to save time and money. When we're in a rush, we choose convenience foods, foods that can fixed quickly or that can be eaten on the run. When we're on a strict budget, we choose foods that may fill us up at little cost.
7. We eat to achieve status. In years past, white bread enjoyed more prestige than brown bread because it originally was more expensive and only prosperous people could afford it. For the same reason, steak or roast beef are often served as our way of saying, "I can afford the most expensive!"

These are just some of the reasons that we have for eating as we do. There's nothing wrong with using food to help satisfy some of these needs, so long as the foods we choose are in line with what we know about good nutrition. Too often, however, eating for the reasons mentioned above doesn't insure us of getting full nutritional value from our foods, and that's where the trouble lies. These are eating habits, and because they're hard to break, many people don't try to break them, even in favor of eating more wisely.

In fact, this is why there's so much emphasis on the importance of experiences with food in the early years as a way of shaping proper food habits. You classroom can play a big part in these early day-by-day learning experiences with foods. Children do not automatically like all foods. They can learn to like most foods, and your classroom can be important to that learning process. For example, vitamin-rich broccoli is a good vegetable and it may be an old standby to you. But some of your students may never have tasted it and may react to it by saying "Phew, it smells funny" and "I don't wanna try it." You can help those children learn that unfamiliar foods are not the same as unappetizing foods and, in the process, help them to develop good eating habits that will last a lifetime.

The Facts About Nutrition Are Important

Often people don't choose foods with as much care and thought as they should because they don't know any better or they just don't care. Many persons lack knowledge about food and its relationship to health and well-being. Understanding and applying good nutrition has nothing to do with how educated or how rich you are. The information is easy to get, but it's widely ignored. This is why it's so important to you to learn the facts about nutrition. Not only will you and your family benefit but so will the children you teach. When you've learned about nutrition, you'll be able to guide them in the value of choosing and eating a balanced assortment of foods. You will set a good example.

Contributing to the lack of knowledge about food is what might be called "false knowledge" — unproven or untrue information about such things as vitamin pills and how they work and the exaggerated value of "organic" or "natural" foods. Sometimes this kind of wrong information gets circulated as the result of advertisements in newspapers and on radio and television for products of unproven or questionable nutritional value. Sometimes it gets circulated through magazine articles written by people untrained in the science of nutrition. Sometimes it's merely the result of wishful thinking or of superstition of food faddists and "quacks" (pretenders to knowledge). Wherever it comes from, this information is probably more destructive than no information at all!

When we don't know about the nature of foods, it's difficult to choose foods wisely. When we're in the habit of eating poorly, it's hard to change. Yet until we do begin eating according to the rules of good nutrition, men and women and boys and girls and even babies won't be as well, as strong, as healthy, or as alert as they could be.

As you can see, it's a matter of great importance that we all learn more about nutrition. After all, as more than one writer on the subject has observed, "We are what we eat."

The Six Classes of Nutrients

Just as cars need gasoline to run and lights need electricity to work, human beings need food to stay alive, and they need the right kinds of food to stay healthy. Different nutrients in foods do different things to help keep the body functioning. Are your students consuming a variety of good foods so they can get the necessary nutrients? Do you know which nutrients are contained in the various food groups?

There are some 40 or so different nutrients needed by the cells in the body on a regular basis, though in differing amounts. Fortunately, most foods contain more than just one of the nutrients. Otherwise, we'd have to eat more than 40 different foods each day.

The nutrients needed by the cells have been grouped into six basic classes or categories: proteins, fats, carbohydrates, minerals, vitamins, and water. Good nutrition is assured by selecting a variety of foods that, all together, provide the proper balance of nutrients from each of these six categories. A diet that is consistently deficient in nutrients from even just one of those categories will eventually lead to serious deterioration of health. So, when we refer to "a well-balanced meal," what we're really referring to is a well-balanced array of proteins, fats, carbohydrates, minerals, vitamins, and water.

Protein

Protein builds and repairs all body tissues (skin, bone, hair, blood, muscle, etc.), helps form antibodies to fight infection, and is a part of hormones and enzymes which are responsible for regulating body functions such as digestion and growth.

Protein is made up of chemical substances called amino acids. When we eat foods containing protein, two things happen. First, our bodies break down the protein into amino acids. Second, the cells in the body take those amino acids and rearrange them to build the protein needed for growth, for maintaining the body tissues, and for producing substances that help the body function properly.

New proteins are constantly being made by each cell, and they are an essential part of the structure, maintenance, and life of every cell in our body. The body can make its own supply of more than half of the needed proteins. Eight amino acids must come from food because the body cells cannot manufacture them or enough of them. They are called essential amino acids. The remaining 14 or so amino acids used by the body can be obtained from food, but the body can also manufacture them.

The amino acid makeup of a food protein determines its nutritive value. We call the protein in animal foods complete protein because it contains all the essential amino acids needed by the body for normal growth. We call the protein in plant foods incomplete protein because some of those essential amino acids are missing or are present in very small amounts.

By combining some plant food with some animal food, we get protein that's as as good as if we used all animal food. Cereal with milk, macaroni and cheese, peanut butter sandwich and milk, spaghetti with meatballs, and lots of the dishes that we commonly eat are as good for us as eating all meat. With the proper know-how, it is also possible to combine plant proteins to get favorable combinations and amounts of the amino acids.

All food proteins taken in by the body, over and above what the body needs for building or repairing its cells and for certain other specific purposes, are used for energy. If the energy isn't used up, it will be converted into fat and stored by the body in that form. But we don't specifically need protein for energy. We can meet our energy needs from two other nutrient classes — fats and carbohydrates.

What foods contain protein? Protein is usually most highly concentrated in animal foods such as meat, fish, poultry, eggs, and cheese. Other important sources of protein are legumes (dried peas and beans), nuts, and peanut butter.

Fat

Fat has many functions in our bodies. It is a concentrated source of energy, supplying a large amount of energy in a small amount of food. Like the energy unused from protein, the energy unused from fat is stored as body fat. Body fat, in moderate amounts, is useful because it helps to pad the internal organs, insulates the body against heat and cold, and provides a reserve of energy. Some fats carry vitamins A, D, E, and K. Fat is needed for a healthy skin and helps delay hunger feelings.

Fatty acids are the building blocks of fat. Three molecules of fatty acid combined with one molecule of glycerol constitute a molecule of fat.

Fats are classified as saturated, polyunsaturated, or monounsaturated depending on the kind of fatty acids present. Most food fats are a combination of different saturated and unsaturated fatty acids.

Saturated fats are usually hard at room temperature.They occur in both animal and vegetable fats but chiefly in animal fats such as butter or the fat in meat.

Polyunsaturated fatty acids are usually oils and are most abundant in plant seeds and fish oils. Vegetable oils such as cottonseed, corn, soybean, and safflower are about half polyunsaturated fat. Nearly all fats from plant sources are unsaturated. The only major exception is coconut oil which is highly saturated.

Olive and peanut oil are examples of monounsaturated fatty acids.

Carbohydrate

Carbohydrates supply food energy and help the body make the best use of other nutrients. For most of us, carbohydrates provide roughly half of the day's food energy, and sugar accounts for over one-half of this. Like the energy from unused protein and unused fat, unused energy from carbohydrates will be stored as body fat.

Carbohydrates are found in a wide variety of foods and generally take two common forms: sugars and starches. Cane and beet sugar are pure carbohydrate. Syrups, honey, molasses, and products made with a lot of sugar, such as jelly and candy, are high in carbohydrate. Grains such as breads, cereals, pasta, rice, and flour are mainly starch. Less concentrated amounts of carbohydrate come from other foods like fruits, vegetables, and milk. The carbohydrate in vegetables is mainly starch; in fruits and milk the carbohydrate is mainly sugar.

As a general rule, the more moisture in fruits and vegetables, the less concentrated is the carbohydrate. Potatoes are a concentrated source of carbohydrate compared with vegetables high in water content like lettuce and spinach. Dried fruits such as raisins or prunes are richer in carbohydrate than juicy ones such as oranges, grapes, and plums.

Sugars and sweets are almost pure carbohydrate. That is, there's very little else in them. But foods such as fruits, vegetables, breads, and cereals carry other nutrients, too, like minerals, vitamins, and, in the case of cereals, some proteins. Sugar, in moderation, is a part of an acceptable diet but only a part. Sugar and sugary foods don't provide the bulk, or roughage, that many other foods provide. We need that roughage, not only to stimulate the walls of the intestine for proper elimination, but for healthy teeth and gums as well. Fruits, vegetables, and whole grain cereals are good sources of roughage.

Minerals

The body needs as many as 18-20 different minerals to regulate the body processes and build certain body structures. Some of the essential minerals are calcium, phosphorus, iodine, fluorine, and iron. Many minerals are dissolved in body fluids or form parts of compounds that are essential for proper body functioning. Some minerals are part of soft tissues, and some form hard tissue such as bones and teeth.

Vitamins

More than a dozen vitamins have been identified as essential. They serve in a variety of ways. Fortunately, a well-chosen assortment of foods will provide all the vitamins a person needs. Unused vitamins are either stored by the body or eliminated by excretion in the urine.

The following table lists some of the important minerals and vitamins, and indicates some of the ways the body uses them and some of the food sources from which they are obtained.

NUTRIENTS AND FOODS FOR HEALTH, from Food for Youth, USDA.

MINERALS	BODY FUNCTION	FOOD SOURCE
CALCIUM	Helps build strong bones and teeth. Helps blood clot. Helps muscles and nerves function normally. Needed to activate certain enzymes which help change food into energy.	Milk and milk products such as cheese; sardines and shellfish; dried fruits; soybeans.
PHOSPHORUS	Helps build strong bones and teeth. Needed by certain enzymes which help change food into energy.	Meat; fish; poultry; dried peas and beans; milk and milk products; egg yolk; whole grain bread and cereal.
IRON	Combines with protein to make hemoglobin, the red substance in the blood that carries oxygen from lungs to cells, and myoglobin which stores oxygen in muscles. Needed to prevent iron deficiency anemia.	Liver, red meats; shellfish; egg yolk; dark green leafy vegetables; dried peas and beans; dried prunes, raisins, and apricots; molasses; whole grain and enriched bread and cereal.
IODINE	Necessary for proper functioning of thyroid gland. Prevents some forms of goiter.	Seafoods and iodized table salt.
FLUORINE	Helps prevent tooth decay in children and brittle bones in older persons.	Fluoridated water supplies, either those fluoridated naturally or by man.
VITAMINS		
C	Helps bind cells together and strengthens walls of blood vessels. Needed for healthy gums. Helps body resist infection. Promotes healing of wounds and cuts.	Certain fruits and vegetables such as citrus fruits and juices, broccoli, strawberries, tomatoes, cauliflower, raw cabbage, melons, green leafy vegetables, and potatoes cooked in skin.
A	Helps keep the skin healthy. Helps eyes adjust to dim light. Promotes growth and development. Helps build resistance to infection.	Liver; fish liver oils; dark green leafy vegetables; deep yellow fruits and vegetables; egg yolk; butter; fortified margarine; whole milk; vitamin A fortified skim milk.
D	Helps the body absorb calcium and phosphorus which build strong bones and teeth.	Vitamin D fortified milk; liver; fish liver oils; egg yolk.
B_1 (THIAMIN)	Promotes normal appetite and digestion. Necessary for a healthy nervous system. Needed in certain enzymes which help change food into energy.	Liver; meat (especially pork); dried peas and beans; wheat germ; whole grain and enriched bread and cereal.
B_2 (RIBOFLAVIN)	Helps cells use oxygen. Helps maintain good vision. Needed for smooth skin. Helps prevent scaling or cracking of skin around mouth and nose. Needed in certain enzymes which help change food into energy.	Liver; milk and milk products, such as cheese; green leafy vegetables; meat; eggs; whole grain and enriched bread and cereal.

NUTRIENTS AND FOODS FOR HEALTH, from Food for Youth, USDA.

VITAMINS	BODY FUNCTION	FOOD SOURCE
NIACIN	Promotes normal appetite and digestion. Necessary for a healthy nervous system. Needed in certain enzymes which help change food into energy.	Liver; meat; fish; poultry; green vegetables; nuts (especially peanuts); whole grain bread and cereal (except corn); enriched bread and cereal.
B_{12}	Helps prevent anemia, along with vitamin B_6 and folic acid.	Foods of animal origin only, especially liver and other organ meats; cheese; milk; eggs.

Water

Water, though often over-looked, is an essential nutrient. As a matter of fact one can survive for a longer period of time without food than one can without water. It's part of every cell in every tissue of the body. Water is the medium of body fluids, secretions, and excretions. It carries food materials from one part of the body to the other. It is the solvent for all products of digestion. It regulates body temperature by evaporation through the skin and lungs.

Besides drinking water, we get water from all beverages and most foods. For example, fruits and vegetables contain 75% to 95% water, meat contains 50% to 70% water, and bread contains about 35% water. Our everyday drinking water has minerals in it. Fluoridated water is the most reliable source of the mineral nutrient fluorine. Water is one of the best nutrition friends our body has!

The Recommended Dietary Allowances (RDA's)

The Recommended Dietary Allowances (RDA's) are the levels of intake of essential nutrients considered by the Food and Nutrition Board of the National Academy of Sciences, on the basis of available scientific knowledge, to be adequate to meet the known nutritional needs of practically all healthy persons. The RDA's are reviewed and modified periodically as new knowledge becomes available.

Don't feel that malnutrition will occur whenever the requirements are not completely met, for these are not the nutritional requirements of individuals; they are goals for planning food supplies and diets. These allowances have been widely used as guides, in planning nutritionally adequate diets for population groups. Although not all nutrients are listed in this table, it is assumed that a diet which meets these recommendations and is derived from a wide variety of different foods will also meet the body's needs for all other nutrients.

The U.S. RDA

This term appears on food labels and thus deserves a paragraph of explanation. Once you have understood your need for nutrients and the approximate nature of the RDA, a question you might ask when buying food would be, "How much of my RDA does this particular item supply?" The U.S. RDA are a set of figures for the eight indicator nutrients selected out of the 1968 RDA tables. In most cases, the U.S. RDA represent the most generous allowance recommended. For example, the RDA for iron ranges from 10 mg. to 18 mg.; thus the U.S. RDA for iron is 18 mg.

Food and Nutrition Board, National Academy of Sciences-National Research Council
RECOMMENDED DAILY DIETARY ALLOWANCES,[a] Revised 1980
Designed for the maintenance of good nutrition of practically all healthy people in the U.S.A.

							Fat-Soluble Vitamins			Water-Soluble Vitamins							Minerals					
	Age (years)	Weight (kg)	Weight (lbs)	Height (cm)	Height (in)	Protein (g)	Vitamin A (μg R.E.) b	Vitamin D (μg) c	Vitamin E (mg α T.E.) d	Vitamin C (mg)	Thiamin (mg)	Riboflavin (mg)	Niacin (mg N.E.) e	Vitamin B6 (mg)	Folacin f (μg)	Vitamin B12 (μg)	Calcium (mg)	Phosphorus (mg)	Magnesium (mg)	Iron (mg)	Zinc (mg)	Iodine (μg)
Infants	0.0-0.5	6	13	60	24	kg x 2.2	420	10	3	35	0.3	0.4	6	0.3	30	0.5g	360	240	50	10	3	40
	0.5-1.0	9	20	71	28	kg x 2.0	400	10	4	35	0.5	0.6	8	0.6	45	1.5	540	360	70	15	5	50
Children	1-3	13	29	90	35	23	400	10	5	45	0.7	0.8	9	0.9	100	2.0	800	800	150	15	10	70
	4-6	20	44	112	44	30	500	10	6	45	0.9	1.0	11	1.3	200	2.5	800	800	200	10	10	90
	7-10	28	62	132	52	34	700	10	7	45	1.2	1.4	16	1.6	300	3.0	800	800	250	10	10	120
Males	11-14	45	99	157	62	45	1000	10	8	50	1.4	1.6	18	1.8	400	3.0	1200	1200	350	18	15	150
	15-18	66	145	176	69	56	1000	10	10	60	1.4	1.7	18	2.0	400	3.0	1200	1200	400	18	15	150
	19-22	70	154	177	70	56	1000	7.5	10	60	1.5	1.7	19	2.2	400	3.0	800	800	350	10	15	150
	23-50	70	154	178	70	56	1000	5	10	60	1.4	1.6	18	2.2	400	3.0	800	800	350	10	15	150
	51+	70	154	178	70	56	1000	5	10	60	1.2	1.4	16	2.2	400	3.0	800	800	350	10	15	150
Females	11-14	46	101	157	62	46	800	10	8	50	1.1	1.3	15	1.8	400	3.0	1200	1200	300	18	15	150
	15-18	55	120	163	64	46	800	10	8	60	1.1	1.3	14	2.0	400	3.0	1200	1200	300	18	15	150
	19-22	55	120	163	64	44	800	7.5	8	60	1.1	1.3	14	2.0	400	3.0	800	800	300	18	15	150
	23-50	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	18	15	150
	51+	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	10	15	150
Pregnant						+30	+200	+5	+2	+20	+0.4	+0.3	+2	+0.6	+400	+1.0	+400	+400	+150	h	+5	+25
Lactating						+20	+400	+5	+3	+40	+0.5	+0.5	+5	+0.5	+100	+1.0	+400	+400	+150	h	+10	+50

a The allowances are intended to provide for individual variations among most normal persons as they live in the United States under usual environmental stresses. Diets should be based on a variety of common foods in order to provide other nutrients for which human requirements have been less well defined.

b Retinol equivalents. 1 retinol equivalent = 1 μg retinol or 6 μg β-carotene. See text for calculation of vitamin A activity of diets as retinol equivalents.

c As cholecalciferol. 10 μg cholecalciferol = 400 I.U. vitamin D.

d α tocopherol equivalents. 1 mg d-α-tocopherol = 1 α T.E. See text for variation in allowances and calculation of vitamin E activity of the diet as α tocopherol equivalents.

e 1 N.E. (niacin equivalent) is equal to 1 mg of niacin or 60 mg of dietary tryptophan.

f The folacin allowances refer to dietary sources as determined by **Lactobacillus casei** assay after treatment with enzymes ("conjugases") to make polyglutamyl forms of the vitamin available to the test organism.

g The RDA for vitamin B12 in infants is based on average concentration of the vitamin in human milk. The allowances after weaning are based on energy intake (as recommended by the American Academy of Pediatrics) and consideration of other factors such as intestinal absorption; see text.

h The increased requirement during pregnancy cannot be met by the iron content of habitual American diets nor by the existing iron stores of many women; therefore the use of 30-60 mg of supplemental iron is recommended. Iron needs during lactation are not substantially different from those of nonpregnant women, but continued supplementation of the mother for 2-3 months after parturition is advisable in order to replenish stores depleted by pregnancy.

Estimated Safe and Adequate Daily Dietary Intakes of Additional Selected Vitamins and Minerals a

		Vitamins			Trace Elements b						Electrolytes		
	Age (years)	Vitamin K (μg)	Biotin (μg)	Pantothenic Acid (mg)	Copper (mg)	Manganese (mg)	Fluoride (mg)	Chromium (mg)	Selenium (mg)	Molybdenum (mg)	Sodium (mg)	Potassium (mg)	Chloride (mg)
Infants	0-0.5	12	35	2	0.5-0.7	0.5-0.7	0.1-0.5	0.01-0.04	0.01-0.04	0.03-0.06	115-350	350-925	275-700
	0.5-1	10-20	50	3	0.7-1.0	0.7-1.0	0.2-1.0	0.02-0.06	0.02-0.06	0.04-0.08	250-750	425-1275	400-1200
Children and Adolescents	1-3	15-30	65	3	1.0-1.5	1.0-1.5	0.5-1.5	0.02-0.08	0.02-0.08	0.05-0.1	325-975	550-1650	500-1500
	4-6	20-40	85	3-4	1.5-2.0	1.5-2.0	1.0-2.5	0.03-0.12	0.03-0.12	0.06-0.15	450-1350	775-2325	700-2100
	7-10	30-60	120	4-5	2.0-2.5	2.0-3.0	1.5-2.5	0.05-0.2	0.05-0.2	0.1-0.3	600-1800	1000-3000	925-2775
	11+	50-100	100-200	4-7	2.0-3.0	2.5-5.0	1.5-2.5	0.05-0.2	0.05-0.2	0.15-0.5	900-2700	1525-4575	1400-4200
Adults		70-140	100-200	4-7	2.0-3.0	2.5-5.0	1.5-4.0	0.05-0.2	0.05-0.2	0.15-0.5	1100-3300	1875-5625	1700-5100

a Because there is less information on which to base allowances, these figures are not given in the main table of the RDA and are provided here in the form of ranges of recommended intakes.

b Since the toxic levels for many trace elements may be only several times usual intakes, the upper levels for the trace elements given in this table should not be habitually exceeded.

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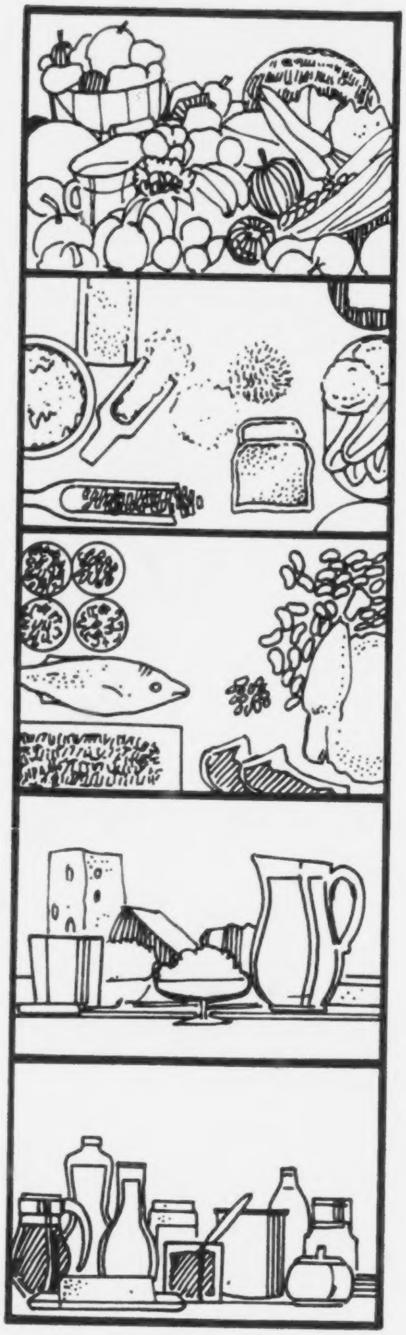
What's A Balanced Diet?

There are six basic categories of nutrients and the Recommended Dietary Allowances (RDA's) indicate the amount of each nutrient that ideally should be included in one's daily diet. The next step is to translate these nutrient needs into everyday foods by using the five food groups.

A balanced diet is one that includes a sufficient variety of foods to insure that an individual takes in all the nutrients his body needs on a regular basis. As has been stated earlier, there are six basic classes of nutrients required by the body's cells: proteins, fats, carbohydrates, minerals, vitamins, and water. All these nutrients are in foods. For convenience in thinking about which foods supply which nutrients in abundance, nutritionists have divided most food into five food groups: fruits and vegetables, breads and cereals, meat, milk, and fats and sweets. The Basic Five Food Groups are based on the Recommended Dietary Allowances (RDA's) and help translate nutrient needs into terms of foods widely available. Minimum servings from each food group, taken together, will go a long way toward meeting the RDA's.

The first four food groups — fruits and vegetables, breads and cereals, meat,and milk — provide certain specific nutrients, but they vary in amounts they provide in a serving. They are enough alike that we can make different selections from a group with the assurance that our choices will contribute their share of nutrients toward a good diet. There is ample choice within each food group to allow for varied meals from day to day, to accommodate children's food likes and dislikes, and to consider their cultural, ethnic, and religious food practices in menu planning. Foods from all five groups work together to supply the nutrients and energy necessary for health and for growth. Repeatedly omitting foods from any one of the groups may lead to poor nutrition and ultimately to poor health.

DAILY FOOD GUIDE



VEGETABLE FRUIT Group

Four Basic Servings Daily

BREAD CEREAL Group

Four Basic Servings Daily

MEAT Poultry Fish and BEANS Group

Two Basic Servings Daily

MILK CHEESE Group

Basic Servings Daily:

Children under 9	2 to 3 servings
Children 9 to 12	3 servings
Teens	4 servings
Adults	2 servings
Pregnant Women	3 servings
Nursing Mothers	4 servings

FATS SWEETS Group

In general, the amount of these foods to use depends on the number of calories you require. It's a good idea to concentrate first on the nutrient-rich foods provided in the other groups as the basis of your daily diet.

FRUITS and VEGETABLES GROUP

Four Basic Servings Daily

Include one good vitamin C source each day. Also frequently include deep-yellow or dark-green vegetables for Vitamin A and unpeeled fruits and vegetables and those with edible seeds, such as berries, for fiber.

What's a Serving?

Includes all fruits and vegetables.

Count ½ cup as a serving, or a typical portion — one orange, half a medium grapefruit or cantaloupe, juice of one lemon, a wedge of lettuce, a bowl of salad, and one medium potato.

What's in It for You?

This group is important for its contribution of vitamins A and C and fiber, although individual foods in this group vary widely in how much of these they provide. Dark-green and deep-yellow vegetables are good sources of vitamin A. Most dark-green vegetables, if not overcooked, are also reliable sources of vitamin C, as are citrus fruits (oranges, grapefruit, tangerines, lemons), melons, berries, and tomatoes. Dark-green vegetables are valued for riboflavin, folacin, iron, and magnesium, as well. Certain greens — collards, kale, mustard, turnip, and dandelion — provide calcium. Nearly all vegetables and fruits are low in fat, and none contains cholesterol.

BREADS AND CEREALS GROUP

Four Basic Servings Daily

Select only whole-grain and enriched or fortified products. (But include **some** whole-grain bread or cereals for sure!) Check labels.

What's a Serving?

Includes all products made with whole grains or enriched flour or meal: bread, biscuits, muffins, waffles, pancakes, cooked or ready-to-eat cereals, cornmeal, flour, grits, macaroni and spaghetti, noodles, rice, rolled oats, barley, and bulgur.

Count as a serving 1 slice of bread; ½ cup to ¾ cup cooked cereal, cornmeal, grits, macaroni, noodles, rice, or spaghetti; or 1 oz. ready-to-eat cereal.

What's in It for You?

These whole-grain or enriched foods are important sources of B vitamins and iron. They also provide protein and are a major source of this nutrient in vegetarian diets. Whole-grain products contribute magnesium, folacin, and fiber, in addition.

Most breakfast cereals are fortified at nutrient levels higher than those occurring in natural whole-grain. In fact, some fortification adds vitamins not normally found in cereals (vitamins A, B_{12}, C, and D). However, even these cereals, if refined, and other refined products (enriched or not), may be low in some other vitamins and trace minerals, which are partially removed from the whole grain in the milling process and are not added. For this reason, it's a good idea to include some less refined or whole-grain products in your diet.

MEAT GROUP

Two Basic Servings Daily

What's a Serving?

Includes beef, veal, lamb, pork, poultry, fish, shellfish (shrimp, oysters, crabs, etc.), organ meats (liver, kidneys, etc.), dry beans or peas, soybeans, lentils, eggs, seeds, nuts, peanuts, and peanut butter.

Count 2 to 3 ounces of lean, cooked meat, poultry, or fish without bone **as a serving.** One egg, ½ to ¾ cup cooked dry beans, dry peas, soybeans, or lentils, 2 tablespoons peanut butter, and ¼ to ½ cup nuts, sesame seeds, or sunflower seeds count as 1 ounce of meat, poultry, or fish.

What's in It for You?

These foods are valued for the protein, phosphorus, vitamins B_6, B_{12}, and other vitamins and minerals they provide. However, only foods of animal origin contain vitamin B_{12} naturally.

It's a good idea to vary your choices among these foods as each has distinct nutritional advantages. For example, red meats and oysters are good sources of zinc. Liver and egg yolks are valuable sources of vitamin A. Dry beans, dry peas, soybeans, and nuts are worthwhile sources of magnesium. The flesh of fish and poultry is relatively low in calories and saturated fat. Seeds (sunflower, sesame, for example) contribute polyunsaturated fatty acids which are an essential part of a balanced diet.

Cholesterol, like vitamin B_{12}, occurs naturally only in foods of animal origin. All meats contain cholesterol, which is present in both the lean and fat. The highest concentration is found in organ meats and in egg yolks. Fish and shellfish, except for shrimp, are relatively low in cholesterol. (Dairy products also supply cholesterol.)

MILK GROUP

Basic Servings Daily (Based on servings of fluid milk)

Children under 9	2 to 3 servings	Adults	2 servings
Children 9 to 12	3 servings	Pregnant Women	3 servings
Teens	4 servings	Nursing Mothers	4 servings

What's a Serving?

Includes milk in any form: whole, skim, lowfat, evaporated, buttermilk, and nonfat dry milk; also yogurt, ice cream, ice milk, and cheese, including cottage cheese.

Count one 8-ounce cup of milk as a serving.

Common portions of some dairy products and their milk equivalents in calcium are:

1 cup plain yogurt = 1 cup milk
1 ounce Cheddar or Swiss cheese (natural or process) = ¾ cup milk
1-inch cube Cheddar or Swiss cheese (natural or process) = ½ cup milk
1 ounce process cheese food = ½ cup milk
½ cup ice cream or ice milk = ⅓ cup milk
1 tablespoon or ½ ounce process cheese spread or 1 tablespoon Parmesan cheese = ¼ cup milk
½ cup cottage cheese = ¼ cup milk

Note: You'll get about the same amount of calcium in each of these portions, but varying amounts of calories.

Milk used in cooked foods — such as in creamed soups, sauces, puddings — can count toward filling your daily quota in this group.

What's in It for You?

Milk and most milk products are relied on to provide calcium (they're the major source of this mineral in the American diet) and riboflavin and to contribute protein and vitamins A, B_6, and B_{12}. They also provide vitamin D, when fortified with this vitamin.

Fortified (with vitamins A and D) lowfat or skim-milk products have essentially the same nutrients as whole-milk products but fewer calories.

FATS and SWEETS GROUP

In general, the amount of these foods to use depends on the number of calories you require. It's a good idea to concentrate first on the calorie-plus-nutrients foods provided in the other groups as the basis of your daily diet.

What's a Serving?

Includes foods like butter, margarine, mayonnaise and other salad dressings, and other fats and oils; candy, sugar, jams, jellies, syrups, sweet toppings, and other sweets; soft drinks and other highly sugared beverages. Also included are refined but unenriched breads, pastries, and flour products. Some of these foods are used as ingredients in prepared foods or are added to other foods at the table. Others are just "extras."

No serving sizes are defined because a basic number of servings is not suggested for this group.

What's in It for You?

These products, with some exceptions such as vegetable oils, provide mainly calories. Vegetable oils generally supply vitamin E and essential fatty acids.

Fats and oils have more than twice the calories, ounce for ounce, as protein, starches, or sugars but keep hunger pangs away longer.

Unenriched, refined bakery products are included here because, like other foods and beverages in this group, they usually provide relatively low levels of vitamins, minerals, and protein compared with calories.

Section C

GAMES AND ACTIVITIES

GAMES:

Am I Animal or Plant? .... C 1
Basic Five Bingo .... C 2
Food Group Count Down .... C 3
Food Group Toss .... C 4
Food On My Back .... C 5
Groups: Get Together! .... C 6
Let's Go Fishing .... C 7
Name Me .... C 8
Nutrition Concentration .... C 9
Percy's Balancing Act Game C10
Toss for Nutritious Food C12

ACTIVITIES:

Jigsaw Puzzles C13
Let's Fill Our Plates With A Well Balanced Meal C14
Microbe Gardens C15
Nutrition Password C16
Plant Experiments:What Do Plants Need To Grow? C17
Play Dough You Can Eat! C18
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Surprise!! Pudding Fingerpaint! C20
Testing for Nutrients C21
Trace a Child C23
Two-Bite Club C24
What Am I? Where Do I Belong? C25

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AM I ANIMAL OR PLANT?

Materials Needed:

Food models, pictures of foods, or plastic models of individual foods. Be sure there are examples of all the foods to be discussed.

Large grocery bag

Instructions:

1. Discuss that foods we eat come from many sources:

   A. Plants produce some of the food we eat. The vegetables and fruits come from plants. We eat the seeds, flowers, stems, leaves, fruits, and roots of plants. Illustrate with models.

   B. Animals provide some of our food like meat from beef, chicken, pork, etc. Other animals produce the food we eat such as milk, eggs, etc.

2. Practice with children by holding up different foods and discussing them. Have children make comments about them. When asked, "Where does ____________come from?", have the children clap their hands if from animals and stand if from plants.
3. Let children draw foods or models out of a large grocery bag and report what they know about the food.
4. This game may develop into a relay by dividing children into plant and animal groups. Place all food models together on a table or similar place or even in a bag so children cannot identify them easily ahead of time. Line the children up about twenty paces from the food models. At the signal, the first child from each group starts running to the food models, selects the appropriate one and hurries back to the line carrying the food and touches the next child in line, which is the signal for that child to run. The line which finishes first and has the least errors wins.
5. Repeat the game until children can identify the source of most of the food models.

Teacher's Notes:

You may wish to reinforce knowledge of where foods come from by using the "Cross Match" page (see Puppet, Patterns, and Puzzles section) which may be reproduced and used as a pencil game.

BASIC FIVE BINGO

Materials Needed:

Bingo card for each student (A master card is included in puppets, patterns, and puzzles section.)

Transparency of master sheet for food bingo (See puppets, patterns, and puzzles section.)

107 Slips of paper each containing the name of a different food printed on the master food bingo list

Chips, dry beans, or corn seeds for covering squares

Instructions:

1. Explain that there are many different foods under each food group and that each food group provides important nutrients for our body.
2. Give each child a bingo card and sufficient chips, beans, or seeds to play the game.
3. Show the transparency and have each child write the name of a different food listed on the master food list in each bingo square.
4. Draw slips of paper from a bowl, box, etc. and have students cover the word called out if it appears on their card.
5. The first child to have a straight line vertically, horizontally, or diagonally wins. Student should read back the foods covered to double check accuracy.

Teacher's Notes:

A tasting party including a food from each food group or a variety of foods from one particular food group at the conclusion of the game would add much interest.

Students may wish to add additional foods to the master food list before marking their cards. Just remember to add additional slips to the "pot" for these words.

FOOD GROUP COUNT DOWN

Materials Needed:

None - Play as you would "Beast, Bird, or Fish".

Instructions:

1. Have children form a circle. Select one child to be "It". "It" calls out the name of a food and points to someone who must answer the basic five food group to which the food belongs. "It" can count to 10. Failure to answer correctly or before the count of 10 results in being "It".
2. As the game is repeated and the children become more familiar with the foods and the food groups, count down time may be shortened or limited.

Teacher's Notes:

This game may also be played with older and more advanced children. Ask these children to name the key nutrients found in the food such as carbohydrate, protein, fat, vitamins A, B, C, D, and/or minerals such as calcium, iron, iodine, etc.

FOOD GROUP TOSS

Materials Needed:

5 plastic dishpans, shoe boxes, chicken barrels, or ice cream cyclinders of uniform size
Construction paper or paint — red, blue, yellow, green, and purple
Felt-tip markers
Bean bag
Variety of food pictures

Instructions:

1. Color code and label the 5 containers in the following manner:

    Red - Meat Group
    Blue - Milk Group
    Yellow - Breads and Cereals Group
    Green - Fruits and Vegetables Group
    Purple - Fats and Sweets Group

2. Place the containers on the floor.
3. Have the children line up at a specified distance from the containers — fairly close for small children and farther away for older children.
4. A leader holds up a picture of a food. Beginning with the child at the front of the line, each child must decide which food container the picture food belongs in. The child then tosses the bean bag into the food group container. If the child's choice is correct, a point is scored. The first child to score 10 points is the winner. Children decide if the choice was correct after the toss is made.

FOOD ON MY BACK

Materials Needed:

Pictures of foods or pieces of paper with names of foods printed on them

Pins or tape

Instructions:

1. Pin or tape a food card on each child's back without the child seeing the food.
2. Each child is to ask the other children questions which can be answered by "yes" or "no" until they know the name of the food on their back.

   Examples of questions include:
   — Do I eat it for breakfast?
   — Is it good for bones and teeth?
   — Is it in the milk group?
3. When children know the names of the foods on their backs, have them group together by food groups with a spokesman from each group giving information about the group as a whole.
4. Each child then gives information about their individual food. For example, the child having a picture of a potato on his back might say, "I have a brown skin, and I am white inside. I grow underground and have many eyes. You eat me fried, mashed, baked, boiled, etc. I am in the vegetable group."

GROUPS: GET TOGETHER!

Materials Needed:

Food pictures
Pins or tape

Instructions:

1. Pin or tape a food picture on each child.
2. At a given signal, see which Basic Five Food Group can assemble first. Example: All children in the milk group go to a designated spot and so on for each other group.
3. Let each group discuss within their group the variety of foods included in their food group, the number of servings that should be eaten daily, the specific contributions the group makes to the body, etc. Designate a leader/reporter for each group.
4. The leader/reporter for each group will then explain their findings to the whole. The remaining groups must determine if statements made are accurate.

LET'S GO FISHING

Materials Needed:

Food models or pictures
Paper clips
String
1 or more 12'' poles
1 or more magnets

Instructions:

1. Attach a string to the end of each pole.
2. Tie a magnet to the end of each string.
3. Put a paper clip on each food model.
4. Spread the food models on the floor or table.
5. Let each student "fish" until a model is caught.
6. If the correct name and food group can be given for each "catch", the student may keep the model.
7. The student with the most models at the end of the game will be the winner.

NAME ME

Materials Needed:

Plastic and/or real foods that children are eating and should be learning to eat. Include ethnic and cultural foods.

Grocery bag, food basket, or other type container

Blindfold

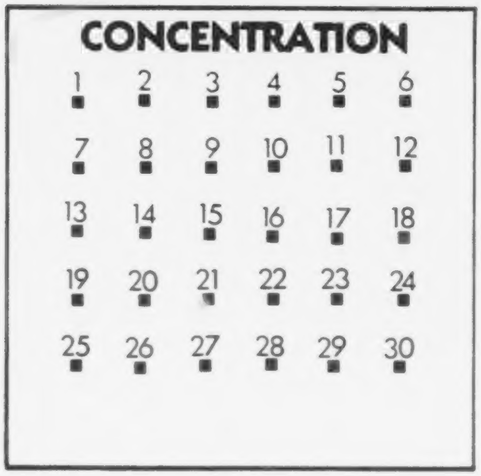
Instructions:

1. Seat the children in a circle.
2. Blindfold one child and have him/her come before the group.
3. The blindfolded child is to reach in the bag or basket and name the food he/she takes out.
4. The other children decide if the name given is correct.
5. Let the child continue until he/she misses.
6. At this point, another child is blindfolded, and the game continues.

Teacher's Notes:

As the children become somewhat accustomed to this activity, you may decide to have them give more information about the food, such as the food group it is in, how the food may be prepared, what nutrients it is high in, etc.

Color may be taught by putting foods of the same color together after being selected.



NUTRITION CONCENTRATION

Materials Needed:

Pegboard (24" x 30")
30 Pegboard hooks
Posterboard or index cards

Instructions for Construction:

1. Paint pegboard a bright, attractive color and allow to dry (optional).
2. Label the game "Nutrition Concentration" at the top of the board.
3. Position the pegboard hooks.
4. In numerical order, number (directly above each hook) the spaces on the board.
5. Cut 3" x 5" cards from colorful posterboard or use index cards. Punch a hole near the top center edge of each card.
6. Write the name of one of the various nutrients, paste or draw a picture of a food, etc., on the back side of each card. (Note: One option is to add 2 or 4 "wild cards" which will match any other card.) There should be a match or pair of every word, object, picture, etc.
7. In random order, place the cards (blank side showing) on the hooks.

Instruction for Playing:

1. Beginning student or team selects two numbers. Example: 2 and 27
2. If the words, objects, or pictures "match", the student or team has an opportunity to explain more about the "match" such as what foods contain the particular nutrient, what nutrients are found in the particular food item, to what food group the food item belongs, etc., in order to "chalk up" the point.
3. If the words, objects, or pictures do not "match", the cards are returned to original playing positions; the "turn" goes to the opposition.
4. Game continues until all cards are revealed and matched.
5. You may wish to provide a nutritious "reward" or "token of accomplishment" for the student or team who scored the highest number of points.

PERCY'S BALANCING ACT GAME

Meet Percy Pig! Percy is trying to plan a balanced meal which includes a food from each of the food groups and not too many extras. He likes several foods as you can see. Can you help Percy identify the food group to which each food belongs?

Materials:

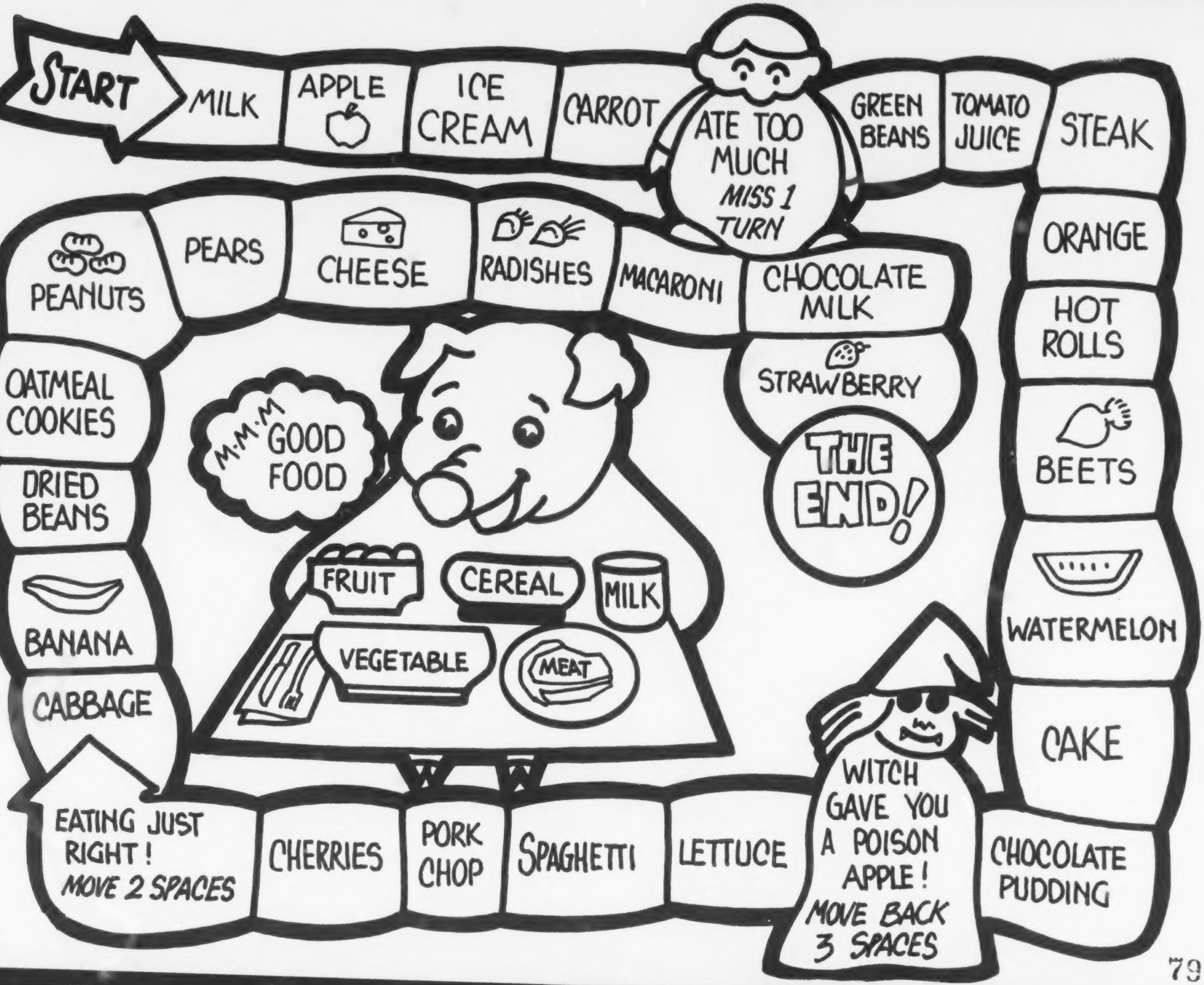
Playing board
Die
2 Markers

Instructions:

1. Use playing board as is or color board, if desired.*
2. First player rolls the die and moves the number of spaces indicated. The player must then name the food group to which the food he lands on belongs.
3. If both players agree, the second players then rolls the die and takes his turn.
4. A wrong answer results in a loss of a turn.
5. The first player to "The End!" wins.

* The playing board may be traced onto non-woven interfacing and colored for an attractive, durable playing surface. A reproducible playing board master is included in the puppets, patterns, and puzzles section.

This game was developed by Margaret Catherwood, an elementary teacher at Will Rogers School, Stillwater, OK.


START
MILK
APPLE
ICE CREAM
CARROT
ATE TOO MUCH MISS 1 TURN
GREEN BEANS
TOMATO JUICE
STEAK
ORANGE
HOT ROLLS
BEETS
WATERMELON
CAKE
CHOCOLATE PUDDING
WITCH GAVE YOU A POISON APPLE! MOVE BACK 3 SPACES
LETTUCE
SPAGHETTI
PORK CHOP
CHERRIES
EATING JUST RIGHT! MOVE 2 SPACES
CABBAGE
BANANA
DRIED BEANS
OATMEAL COOKIES
PEANUTS
PEARS
CHEESE
RADISHES
MACARONI
CHOCOLATE MILK
STRAWBERRY
THE END!
M-M-M GOOD FOOD
FRUIT
CEREAL
MILK
VEGETABLE
MEAT

TOSS FOR NUTRITIOUS FOOD

Materials Needed:

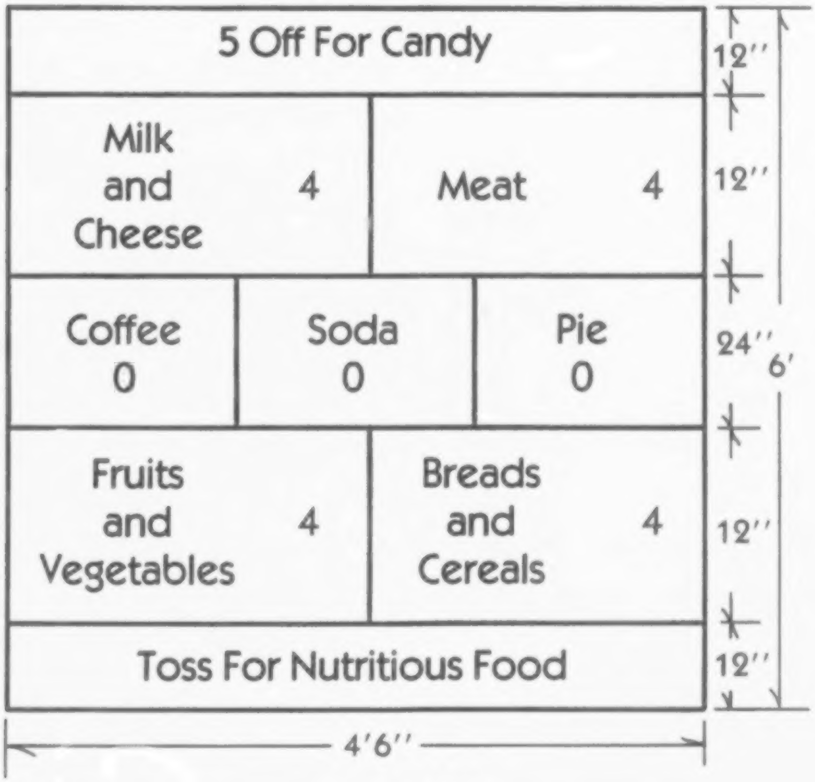
Game board
1 Bean bag

Instructions:

1. Construct game board on canvas, vinyl, or draw off on the floor or ground.
2. Print the lettering in the following colors, if possible:

    Toss For Nutritious Food - black
    Fruits and Vegetables - green
    Breads and Cereals - yellow
    Coffee, Soda, Pie, - purple
    5 Off For Candy - purple
    Milk and Cheese - blue
    Meat - red

3. Define the number of points for the goal, for example, 25 points.
4. Have students stand back 3 or more feet from the end of the game board which reads "Toss For Nutritious Food" and take turns tossing the bean bag.
5. The first to reach the goal is the winner.


5 Off For Candy
Milk and Cheese 4
Meat 4
Coffee 0
Soda 0
Pie 0
Fruits and Vegetables 4
Breads and Cereals 4
Toss For Nutritious Food
12″
12″
24″
6′
12″
12″
4′6″

JIGSAW PUZZLES

Materials Needed:

Jigsaw puzzles of individual food items. Select big, colorful pictures of foods. These may be purchased from book stores, cut from magazines, or obtained at food stores and/or major food companies. Include such items as bread, oranges, cereal, carrots, lettuce, green beans, eggs, fish, beef, chicken, cheese, milk, ice cream, etc.

Instructions:

1. Print the name of the food at the bottom of the picture.
2. If desired, glue pictures on firm cardboard or laminate for continued use.
3. Cut picture into 2, 4, 6, or more pieces.
4. Give each child or group of children a puzzle to work, depending upon the number available.
5. Put each in a separate heavy, plastic bag, small box, or manila envelope for storage.

Teacher's Notes:

After children have fun putting puzzles together, have each child show and tell the name of their food.

Lead a discussion. Ask children such questions as:

A. Do you eat this food? How is it cooked or prepared when you eat it?

B. Why is this food a good food friend?

C. How does it grow?

D. Has it been served at school?

E. What is its color?

F. Does it have to be cooked to eat it?

and many other questions.

As the puzzles are put together and children have more experience, let them tell about the food. Be sure to check their accuracy and bring out important facts needed.

Explain to children that we need to acquire as many food friends as we can (which means learning to eat them) because they help us grow, glow, and go!

LET'S FILL OUR PLATES WITH A WELL BALANCED MEAL

Materials Needed:

Food models or pictures
Paper plates

Instructions:

1. Discuss the importance of having foods from the Big 4 Food Groups included in the meals we eat.
2. Have students separate food models or pictures into food groups.
3. Let children choose a breakfast, lunch, or dinner from selections available.
4. Seat children in a circle and have each child tell about the meal they selected.
5. Let the class decide if the meal is well balanced and adequate.

Teacher's Notes:

If food models or pictures are not available for certain items, write each item on an individual slip of paper.

Selecting a variety of colors, textures, and shapes in menu planning could be discussed at this time also.

MICROBE GARDENS

Materials Needed:

2 Pencils (one brand new)
Piece of candy
Eraser
5 sterile petri dishes
Nutrient agar

Instructions:

1. Pass 1 pencil, the candy, and the eraser around the room.
2. Rub each item carefully across the surface of a sterile petri dish containing nutrient agar.*
3. Take the brand new pencil straight from a box and rub across a petri dish.
4. Have one volunteer place his or her finger prints on one dish.
5. Label the dishes.
6. Incubate at 37° for 48 hours.*
7. Show the petri dishes to the students. DO NOT allow students to open the dishes.

Teacher's Notes:

Variations could be done as follows:

a. Place one set of plates in a cold refrigerator and another identical set in a warm, dark incubator. Observe the difference in growth rates.

b. Place one set of plates in a bright, sunny window and another in a warm, dark incubator. Observe the differences.

*The biology department in your school may be able to provide the petri dishes and agar and incubate the dishes for you. If not, check with the local medical clinic or hospital.If your town has a community college, check with their bacteriology or biology department for supplies and incubation facility.

NUTRITION PASSWORD

Materials Needed:

None

Instructions:

1. To encourage retention of nutrition facts, give students a "nutrition password" early in the day.
2. Have students quote the "password" as roll is called, prior to leaving the room for recess, lunch, etc., and before they go home.

Teacher's Notes:

Possible passwords include:

a. The word is nutrition; nutrition is the word.

b. You need nutrients to live and grow.

c. 4-4-3-2 is the magic clue.

d. Eat a balanced diet every day.

e. Milk is a good source of calcium.

f. Meats are a good source of protein.

g. You need vitamins, A, B, C, D, E, and K.

h. Orange juice gives you vitamin C.

PLANT EXPERIMENTS: WHAT DO PLANTS NEED TO GROW?

Materials Needed:

Vegetable seeds
5 paper cups
Soil
Water
Labels
Sticks or other markers

Instructions:

1. Divide children into four groups.
2. Have each group plant a few vegetable seeds in paper cup.
3. Fill a fifth cup with water and add seeds.
4. Label or number each cup.
5. Keep the cups in a sunny place or use a grow light and water as required.
6. When the plants have sprouted out of the soil, keep cup number one in the light and continue to water.
7. Leave the second cup in the light but stop watering.
8. Place the third in the dark but continue watering.
9. Keep the fourth in the dark without water.
10. Place the fifth cup in the light.
11. Insert a stick or marker in the dirt to mark the height of the plant at regular intervals.

Teacher's Notes:

This experiment could also be adapted to a study of soil types. Plant seeds in different types of soil — sandy, clay, poor, rich, and mixed. Label the containers with the type of soil used. Place markers in the dirt so that children can measure the growth at regular intervals.

Have children compare themselves to plants. What do they need to grow?

Have a tasting party to try some of the varieties of vegetables that the children grew.

PLAY DOUGH YOU CAN EAT!

Materials Needed:

Creamy peanut butter
Powdered milk

Instructions:

1. Combine peanut butter and powdered milk in approximately equal proportions. Actual amounts needed will depend on consistency of peanut butter.
2. Stir and/or knead mixture until it is smooth and feels like play dough.

Teacher's Notes:

Young children enjoy creating with play dough. Why not give them one that is nutritious as well as fun!

Be sure children wash their hands thoroughly and that the work surfaces are cleaned prior to the peanut butter play dough being distributed. This way the children can eat their creations!

You may wish to rename the peanut butter play dough so that the children will not confuse it with the commercial play dough and later attempt to eat the commercial product.

PRETEND ACTIVITIES

Materials Needed:

Situation statements that reflect the food eating problems you observe among the children. Examples:

Pretend you are a school nurse. You tell boys and girls why they need different kinds of food each day. What will you say?

You are going to give a talk on TV. You are going to tell people why they need specific nutrients. What will you say?

Pretend you are fixing your own breakfast. It should be easy to fix as well as nutritious. What will you fix and why?

A box to hold folded statements.

Instructions:

1. Let children draw a statement from the box.
2. After allowing sufficient time for students to think about and/or research the statement, have each child discuss their statement. Be sure to provide resource materials whenever necessary to illustrate where one can find reliable, factual information.
3. Let the group comment on the student's accuracy with you giving factual information if the student has made statements not based on reliable facts.

Teacher's Notes:

Group can be divided into small groups of 3-5 children to discuss statements. Have them come before the group, be seated and discuss points with you acting as leader. Ask questions that will bring out significant facts.

Have children submit statements they wish discussed. Assign groups to pretend they are on TV talk shows, giving factual information as it can be related to the physiological, psychological and social factors that influence their eating habits.

SURPRISE!! PUDDING FINGERPAINT!

Materials Needed:

Instant pudding prepared according to package directions*
Fingerpaint paper

Instructions:

1. Distribute paper.
2. Give each child approximately ¼ cup of pudding with which to work.
3. Have children draw pictures of foods that belong in the milk group, where milk comes from, etc.

Teacher's Notes:

What an exciting thrill when the children discover their old friend in a new role! Be sure children have washed their hands thoroughly before beginning their artistic endeavors since the fingerpaint is "finger-lickin' good"!

This activity could be used as the finale of a study of the milk group and its contributions to the diet.

* Chocolate pudding can be used as is. If vanilla pudding is used, different flavorings and coloring could be added to increase the spectrum of taste delights and colors.

TESTING FOR NUTRIENTS*

1. To find Starch:

   ½ tsp. of iodine solution
   ½ cup of water

   Put on food. If it turns purple in color, then starch is present.

2. To find Sugar:

   Put food in a test tube.
   Add 1 oz. of Benedict's solution.
   Heat . . .
   If the blue color changes to "Red Orange", sugar is present.

3. To find Protein:

   Burn a food on aluminum foil.
   The smell will tell you!

4. To find Fats:

   Rub food on a piece of brown or white wrapping paper.
   Let dry.
   Hold up to light.
   If greasy . . . fat is present.

5. To find Minerals:

   Mash up any food.
   Cook food until cooked as much as possible.
   If a gray ash remains, minerals are present.
   Minerals do not burn!

6. To find Vitamin C:

   2 cups water
   2 Tblsp. cornstarch
   Boil 3 minutes and cool.
   Put each fruit in a separate cup.
   Add 1 drop of iodine to 1 tsp. of above mixture and place in each cup.
   If solution turns clear vitamin C is present.
   The more drops of iodine needed — the less vitamin C in the fruit.

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* A master grid sheet for duplication is included in the puppets, patterns, and puzzles section.

TESTING FOR NUTRIENTS GRID SHEET

	Milk Group		Meat Group				Vegetables & Fruits Group													Breads & Cereals Group			Fats & Sweets Group				
	Milk	Cheese	Hamburger	Nuts	Hot Dog	Eggs	Potato	Celery	Carrot	Apple	Ripe Banana	Tomato	Orange	Orange Juice (canned)	Orange Juice (fresh)	Lemon Juice	Apple Juice	Pineapple Juice	Grapefruit Juice	Bread	Macaroni	Cracker Saltine	Honey	Corn Syrup	Butter	Cookie	Margarine
STARCH																											
SUGAR																											
PROTEIN																											
FAT																											
MINERALS																											
VITAMIN C																											

TRACE A CHILD

Materials Needed:

Butcher paper
Pencils, crayons, and/or marking pens
Food pictures
Paste

Instructions:

1. Pair the children and have one child lie down on a sheet of paper while the partner traces the child's outline.
2. Have the children change places and repeat the activity on a second sheet of paper.
3. Let the children fill in their own facial features and paste pictures of foods they like to eat and/or will help them grow inside their outline.
4. Label and date each sketch.

Teacher's Notes:

Point out that some people are tall, some are short, some are slender, some are well-rounded, some are in-between. No two are exactly alike; each person is special.

Discuss the role food plays in our growth and development.

Keep sketches in a safe place for later reference. In a few months, have the children lie down on their sketch. Re-trace each child to illustrate how they have grown.

TWO-BITE CLUB

Materials Needed:

Badges (see puppets, patterns, and puzzles section for master sheet of badges)
  Construction paper
  Felt-tip markers (optional)
  Pins or tape

Instructions:

1. Prepare badges.
2. Encourage children to taste all the foods served for lunch in the cafeteria.
3. Observe children as they eat their lunch. Those who eat at least two bites of each food served may wear a badge.

Teacher's Notes:

Select certain days at first. After children are accepting foods well, you may want to extend the time to 2 days, then 3 days, and finally for a week.

A tasting party in the classroom of a particular food you observe the children not eating in the cafeteria would help introduce the new or unusual food to the children.

WHAT AM I? WHERE DO I BELONG?

Materials Needed:

Good foods train or tablecloth (Instructions are included in puppets, patterns, and puzzles section.)

Large collection of food pictures or models. Food pictures from magazines pasted on heavy paper are excellent.

Instructions:

1. Pass out mixed groups of pictures to the children.
2. Have each child identify the food they have and place it in the correct food car or square.
3. Let the children express what they know about the food. Be sure to lead them to make correct decisions.

Teacher's Notes:

The good foods tablecloth might also be used as the background for a bulletin board on the five food groups.

Section D

POEMS, PLAYS, AND STORIES

POEMS:

Jump-Rope Jingles .... D 1
The Seven Dwarfs Give Us Good Advice .... D 3
Three Little Pigs and Their Dinners .... D 2

PLAYS:

Learning About Food .... D 5
Nutrient Trial .... D 7
To Eat Or Not To Eat A Good Breakfast D11
The Five Little Flatcars and Mr. Troll D13
The Garden of Good Eating D15
The Healthy Big 4 Family D20
The Three Bears D21

STORIES:

The Little Red House With No Doors and No Windows D23
The Thing the Professor Forgot D25

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JUMP-ROPE JINGLES

Chant in accented rhythm with the rope hitting the ground on underlined syllables.

Vegetables are groovy, Vegetables are neat,
They're pretty and they're perky, And they're good to eat.
Serve them up In your favorite way,
Eat one, or two, or three or four, every day.
(Continue counting "or five, or six, etc." until jumper misses.)

Apples, peaches, plums, or cherries,
Lemons, limes or huckleberries,
Eat them with your fingers, or serve them in a dish,
Fruits are full of vitamins and just delish—.

Baked potatoes, boiled potatoes, mashed potatoes, too,
Sweet potatoes, white potatoes, any kind will do,
Serve them with a salad, or serve them with some meat,
And you'll have a yummy dinner that is hard to beat.

Vitamins, vitamins, A, B, C, and D.
Minerals, minerals, maybe two or three.
Proteins, fats and carbohydrates too,
Find them in the foods that are good for you.

Rich and gooey snack foods, 'R sure to make you fat
If you don't want to eat them, feed them to the cat, but
Vegetables and meats are very good for you, so
Put them all together in a nice hot-stew.

Mary, Mary
Not contrary
What grows in your garden row?
Peas and potatoes
Beans and tomatoes
These vegetables help Mary grow.

THREE LITTLE PIGS AND THEIR DINNERS

"There were three little pigs so happy and gay,
As each started to go his way one day,
Said the first little pig, in his house of straw,
Now I can eat all the candy I want, hurrah!'
So he filled his tummy with candy and cake,
'Til it began to ache and ache.
'Oh, I wish I had listened to Mommy,' he said,
As he rolled over and over in his bed.

"The second little pig in his house of twigs,
Said, 'Now I have no Mommy to make me eat figs.'
So he had doughnuts, popsicles, and root beer.
Soon he yelled aloud, 'Oh, dear! Oh, dear!
My tooth is aching, my tummy's in pain.
I'll never do that, no never again.'

"The third little pig, remembering what his Mommy said,
Had meat, fresh vegetables, milk, and bread.
He ate oranges and apples, singing their praise,
As he felt peppy and strong all of his days.
I'm always healthy, happy, and strong.
I get my sleep and nothing goes wrong."

by Mary Stultz

Teacher's Notes:

An opaque projector could be used to enlarge illustrations of three little pigs.

The underlined word could also be printed on small cards. As the story progresses, the children could supply these words.

THE SEVEN DWARFS GIVE US GOOD ADVICE

SLEEPY

I am Sleepy, for you can see,
I stayed up late to watch T.V.
Breakfast, too, I didn't eat,
For oh, how I wanted my sleep!

Now at school I can't stay awake,
And bad grades I'm starting to make.
So boys and girls get plenty of rest,
And start the day right by eating breakfast!

GRUMPY

My name is Grumpy, and I never smile.
It seems I have been this way for a long, long while.
When I eat, such big bites I take,
That I give myself a tummy ache!

So when you eat, just take your time,
And then I know you'll feel just fine.
Enjoy your food and you will see,
Just how happy you can be!

SNEEZY

Sneezy is my little name,
And I guess I'm to blame.
One thing that's the matter with me,
Is that I don't get enough Vitamin C!

Fruits and vegetables are what I should eat,
Along with milk, bread, and meat.
These are all part of the Basic Five.
Ummm-m, good! They make me feel so alive!

DOPEY

Dopey is what my friends call me,
For I don't eat right you see.
Before meals I have candy, soft drinks, and such
And then a nutritious meal do not touch!

I should have milk and meat,
Also fruits and vegetables I should eat.
Breads and cereals to start the day
So you can always run and play.

DOC

My name is Doc and I can not wait,
I'm going to the cafeteria to get my plate.
Full of good food that will make me grow,
1, 2, 3 — and I'm ready to go!

I clean my plate and I'm so glad,
That I don't make Snow White mad.
She likes to see me eat my food,
That's why I always feel so good!

HAPPY

My name is Happy, for as you can see,
I eat foods that are good for me.
Three or more servings of milk a day,
With yogurt or cheese along the way.

Fruits and vegetables I have found,
Make me grow up to be strong and sound.
Meat and poultry on my plate,
Two and more servings, and you'll feel great!

BASHFUL

My name is Bashful, but that's not all,
I will grow up to be big and tall.
Snow White gives me a balanced lunch,
That's why I'll be the strongest of the bunch!

I'm the last to tell my part,
And it comes straight from the heart.
Boys and girls remember well,
Eat good food so you can feel swell!

Teacher's Notes:

Students might draw pictures of the seven dwarfs and present the above as a skit in class or for younger children.

The drawings and captions would also make an excellent bulletin board.

LEARNING ABOUT FOOD

ALAN: Let's see . . . . . here's the plate, fork, and spoon. Oh yes, the napkin, too! Mmm. Potato chips! Oh boy, my favorite!

Look what I've got, Skipper! A whole plate of potato chips. Don't they look good? You can have some, too.

DOG: (Woofs in refusal)

ALAN: Oh well, I think it's a great lunch even if Skipper doesn't think so.

NARRATOR: But Alan, are you sure you have all of the food you need for a good lunch?

ALAN: Of course, I'm sure. Oh, I get it . . . you mean I should have meat, salad, fruit, and all that stuff.

NARRATOR: Yes, I do. Don't you want to grow big and strong, be healthy, and feel good?

ALAN: YES.

NARRATOR: In order to do that, you need more than just potato chips. You need different kinds of food. Let's look at each kind.

First there are the meat foods such as you see here . . . . fish, ham, chicken, beef . . .

ALAN: Hey, what are those eggs, dry beans, and nuts doing in there?

NARRATOR: They happen to belong to the meat group because they give your body the same kind of help that meats do.

The meat foods help build strong muscles. They also help your body heal whenever you have cuts and bruises.

The second group includes the milk foods, such as cheese, yogurt, and ice cream.

ALAN: And milk, too!

NARRATOR: That's right, Alan. Skim, lowfat, and whole milk as well as buttermilk are included. The milk foods help build strong bones and teeth. Most of the foods from the meat and milk groups come from animals.

ALAN: Except beans and nuts!

NARRATOR: Right again! Then there is a third group which includes fruits and vegetables.

ALAN: Mmm . . . . I love to eat fruit. That looks like watermelon, my favorite!

NARRATOR: I'm glad to hear that, Alan, because fruits and vegetables are very good for you.

They help keep your body in good working condition by supplying you with a very special substance we call vitamins.

And finally there is a fourth group — the breads and cereals.

ALAN: Oh, I know about those. We often have toast and cereal for breakfast.

NARRATOR: Yes, those are two important foods. Others in the breads and cereals group are rice and macaroni.

Breads and cereals help keep you alert in your work and play by giving you extra energy and important vitamins and minerals.

The third and fourth groups come from plants like those which grow in orchards, gardens, and fields.

All four groups help your body grow bigger and stronger and keep you healthy.

ALAN: What do you mean? I don't understand.

NARRATOR: Let me try to explain by comparing your body to a car. Now, what does a car need in order to run?

ALAN: Well, my dad buys gasoline and oil for it at the station and . . . . let's see . . . . the man checks the water and sometimes puts air in the tires.

NARRATOR: Can you imagine what would happen if the car did not have one of those things you mentioned — for instance, gas.

ALAN: Ha! It'd be in a sad shape. It sure wouldn't go anywhere.

NARRATOR: Well, our bodies are very much like the car. We'd be in sad shape, too, if we did not have some meat, bread, milk, vegetables, and fruit every day.

NARRATOR: Where are you going now, Alan?

ALAN: I think I'd better go back and fill my plate again.

Now let's see. I think I'll have a hamburger. I'll need some salad, a piece of fruit, a glass of milk — and some dessert.

Hmm . . . . I think I'll have some of this. I wonder what it is?

NARRATOR: It is a gelatin dessert with fruit in it. Try it. See if you like it.

If you don't try it, you'll never know if you like it.

ALAN: OK.

There, Skipper, what do you think of my lunch now?

DOG: (Barks and pants in agreement.)

ALAN: This time, Skipper and I agree.

NARRATOR: Good. I'm glad you and Skipper finally agree on your lunch. Now let's talk about something else that is very important to your body. In fact, you could not live without it. Do you know what I am talking about?

ALAN: Is it water? I've heard that a person can live longer without food than water.

NARRATOR: Yes, that is right. Although not a food, water is essential for life. A large part of every cell of your body is made up of water. By breathing on a mirror or glass, you can demonstrate that you continually lose water from your body.

ALAN: That sounds interesting. I'm going to try that, and I'm going to drink lots of water every day.

Say, you seem to have the answer to everything. Can you tell me why they say you should not eat candy and other sweet foods just before a meal?

NARRATOR: That's a good question. Sweet foods contain sugar and carbohydrates, which provide your body with heat and energy. However, if you eat too many sweets before meals, you will not be hungry for the foods from the other groups that you need. You do want to have strong muscles, strong bones, good teeth, and keep your body in good repair, don't you?

ALAN: I sure do! Come on and let's eat that dinner Skipper and I agreed on. See my muscles? I can just almost feel my muscles getting stronger . . . and stronger . . . and stronger . . .

NUTRIENT TRIAL

I. GRADE LEVEL

Upper Elementary

II. INTRODUCTION

Studying the key nutrients can become uninteresting. By presenting the nutrients in a trial-like setting, nutrition becomes more meaningful by combining government and journalism.

III. GOAL

Students will know nutrients are essential for healthy growth and development and the reasons why it is important to consume well balanced meals with emphasis on breakfast.

IV. PRE-TEST

Oral

1. What are the six key nutrients?
2. What are the main functions of each of the key nutrients?
3. How is a nutrient different from a food or food group?
4. In which food groups can the key nutrients be found?
5. Why is it important to eat a nutritious breakfast?

V. BEHAVIORIAL OBJECTIVES

Students at end of class will be able to:

1. Name the six key nutrients.
2. Name two functions of each nutrient.
3. Identify the food group representing the key nutrients as excellent sources.
4. Explain why nutrients are important in breakfast.
5. Name two reasons why eating breakfast is important.

VI. EQUIPMENT AND SUPPLIES NEEDED

Amount	Item
Variety	Grocery Bag of Food Items
1	"Bad" Snack Item such as Potato Chips
9	Nutrient Label Cards
12	Trial Manuscripts
1	Hammer
1	Black Robe

VII. VISUAL AIDS

Costumes or hats for identifying the 6 nutrient witnesses (optional)

Nutrient function flags. Write on each flag the underlined words in IX.3.

EXAMPLE: Protein

Builds
and
Repairs

VIII. PREPARATION BEFORE CLASS

Make Nutrient Card for each of the following:

Protein, Carbohydrate, Fat, Iron, Calcium, Vitamin A, Vitamin B, Vitamin C, and Vitamin D.

IX. CLASS PRESENTATION

All of you like some foods, probably certain kinds more than others. You've probably been told that food is important for your body. Why?

What do you think? (Stimulate participation & discussion)

1. What does "nutrients" mean?
2. Can you name the key nutrients?
3. What are the functions of each nutrient and in what foods can they be found? Use food container props. Label groups with nutrient cards. Stand flag explaining function by designated nutrient.

IX. CLASS PRESENTATION

3.1 Protein
  Function: To build and repair tissues in body
  Sources: Meat, fish, beans, eggs, dairy products

3.2 Carbohydrate
  Function: To supply energy
  Sources: Breads and cereals, potatoes, corn, fruits, sugar, honey, syrup

3.3 Fat
  Function: To help keep skin healthy and to supply energy
  Sources: Butter, salad oil, fat in meats, cream

3.4 Iron
  Function: To carry oxygen to the cells
  Sources: Meat, eggs, liver, green leafy vegetables, apricots, prunes, raisins

3.5 Calcium
  Function: To help build bones and teeth, to help blood clot and to assist in action of muscles
  Sources: Milk, cheese, ice cream, turnips, mustard greens

3.6 Vitamin A
  Function: To protect against night blindness; to help keep skin smooth
  Sources: Yellow fruits, dark green & yellow vegetables, butter, whole milk, ice cream, liver

3.7 Vitamin B
  Function: To keep appetite & digestion normal; to help body release energy from food
  Sources: Pork, other meats, eggs, enriched & whole grain breads and cereals, nuts, seeds

3.8 Vitamin C
  Function: To make cementing materials that hold body cells together; to help fight infection
  Sources: Citrus fruits, strawberries, cantaloupe, tomato, green pepper, broccoli, cabbage

3.9 Vitamin D
  Function: To help body absorb calcium
  Sources: Vitamin D milk, butter, sunshine

4. Select students for trial.
5. Give copy of trial to each student to review his or her part.
6. Present trial. Invite school administrators to trial.

TRIAL

Setting: Courtroom

Characters: Judge
Prosecution
Defense
Defendent
Witnesses (6 nutrients)
Jury

Scene: An 11 yr. old boy is on trial for not eating properly, including the fact that he skips breakfast. The nutrients are witnesses to the fact that he is guilty.

Judge (BANG BANG) NUTRITION COURT IS NOW IN SESSION! THE BREAKFAST CASE WILL NOW BE TRIED.

The Trial Begins:

Prosecution: Isn't it true that on the morning of Nov. 28th you went to school without breakfast?

Defendent: Well . . . yes.

Prosecution: And isn't it true that you don't do as well in school and that you get more tired when you miss breakfast?

Defendent: Ahhhh . . . I guess so.

Prosecution: And isn't it true that you snack on potato chips and candy?

Defendent: Well . . .

Prosecution: Your Honor (looking at the Judge), I would like to request that the defendent empty his pockets.

Judge: Agreed — empty your pockets (to defendent)
(Defendent pulls out bag of potato chips, pop and candy)

Prosecution: Ahhh-hahh your Honor and jury members . . . evidence in the court!!!

Defense: But . . . the defendent's mother does not fix his breakfast.

Prosecution: Then the defendent should fix it himself.

Defense: But he doesn't have time.

Prosecution: Then he should get up 5 minutes earlier. Your Honor, I would like to call 6 witnesses to relate the harm that the defendent is doing to his body.

Protein: You have not been eating enough of me and you need me to grow and repair worn tissue. You must eat more meat, dairy products, eggs and nuts.

Carbohydrate: You need to eat more of me for energy. You must eat more breads, cereals, and fruits.

Fat: You need me to keep your skin healthy and to give you energy. I am in butter, salad oil and cream.

Iron: I help build strong blood for you. You need to eat more meat, eggs, green leafy vegetables, and dried fruits.

Calcium: You've got to use more milk, cheese and green leafy vegetables to get enough of me. I help build bones and teeth.

Vitamins: You need us to help your body function well.
We are in all kinds of foods, so you must eat a variety of foods.

Prosecution: These witnesses all point up the fact that the defendent is guilty of doing harm to his body.

Judge: Jury members, how do you find the defendent — guilty or not guilty?

Jury: Guilty, your Honor.

Judge: It is the purpose of the court to help the defendent reform. One more chance shall be given to you to change your food habits before it is too late. This means eating a good breakfast and choosing the right foods during the rest of the day.

Case dismissed.

(BANG! BANG!)

X. POST-TEST

Students, acting as reporters, will be asked to write a newspaper article about the trial for English. In the coverage each student will:

1. Name the six key nutrient witnesses
2. List one main function of each of the nutrients.
3. Identify two food sources for each nutrient.
4. Name two reasons why eating breakfast is important.

XI. FOLLOW-UP

1. Have students present trial to another class or at P.T.A. program.
2. Assemble newspaper articles written by each student into booklet and label "Nutrition Hearings". Place in library for other students to read.
3. For art project, have each student make a poster "Why I Need to Eat Breakfast". Display in dining area.

TO EAT OR NOT TO EAT A GOOD BREAKFAST

Skit for Elementary School Children

Characters: Lucy Limp, Tommy Strong, Bad Billy, and Missy Cheerful and Betty Bright (Twin Cheerleaders)

Scene: School Playground

(As curtain rises, Lucy Limp and Tommy Strong are talking.)

Tommy: Good morning, Lucy Limp! How do you do this bright and cheerful day?

Lucy: U-u-ugh-h! I feel bad. What's so bright and cheerful about today, Tommy Strong?

Tommy: Oh! I just ate the best breakfast before I came to school. Everything sure tasted good! I can just feel myself growing stronger. Take a look at these strong muscles, these strong straight bones, and these strong healthy teeth. Good food helps me grow stronger, and it helps me build rich red blood, too. (Tommy smiles at Lucy as she just stands looking droopy.)

Lucy: (Perking up a little) Do you really mean eating a good breakfast does all that for you? (drooping again) I wish I had a little pep myself, but I don't eat breakfast.

Tommy: Why don't you try eating a good morning meal just once and see what happens? (Exit Lucy and Tommy as they talk.)

(Cheerleaders — Missy Cheerful and Betty Bright — enter, chanting.)

Twin Cheerleaders: We LIKE to eat, to eat, to eat, (pronounce nearly like "tweet") We WANT to eat, to eat, to eat, We PLAN to eat, to eat, to eat, a goo-oo-oo-d BREAKFAST!! Yea! BREAKFAST!

(Bad Billy comes in and drives the cheerleaders away, banging them on the heads with a sign saying "down with breakfast.")

Bad Billy: Get out of here, Tommy Strong! Lucy Limp, what do you mean by letting that Tommy Strong hang around? You're supposed to be my friend.

Lucy: But Bad Billy, Tommy Strong is so nice. He's fun to be around, and he's so big and strong, too. He eats a good breakfast in the morning before he comes to school. He says this good breakfast is what makes him so strong. You'd better watch out. Here he comes back! (Exit Lucy)

Bad Billy: I don't have time for such nonsense as eating breakfast. Breakfast is bad! (Enter Tommy) You leave Lucy Limp alone, Tommy Strong. (Looks mean and waves his sign)

Tommy: I will not, Bad Billy. You were strong enough to drive me away once, but, without a good breakfast, you can't get together enough strength to do it again. I'm strong because I ate eggs, toast, orange juice, and milk this morning. These foods help me build a strong body and feel good all day. Go away, Bad Billy! You're no fun. (Drives Bad Billy away. Billy shakes his fist and waves his sign but can't stand up to Tommy. Enter Lucy.)

Lucy: Tommy Strong, I'm so glad to see you. You have so much energy and strength. I wish I could feel as good as you, Missy Cheerful and Betty Bright seem to feel all the time (Wistfully). (Exit Tommy.) (The twin cheerleaders enter and speak in unison.)

Cheerleaders: You can, Lucy! You can! Just get up a little earlier in the morning and ask your mother to help you fix a breakfast that will get you off to a cheerful start every day. Delicious food like cereal, milk, and grapefruit are such a good way to start the day. (Exit Lucy.)

Cheerleaders: Oh - h - h - h — We LIKE to eat, to eat, to eat,
We WANT to eat, to eat, to eat,
We PLAN to eat, to eat, to eat,
a goo-oo-oo-d breakfast!!
Yea! Yea! BREAKFAST! (exit cheerleaders)

(Bad Billy pokes his head up and shouts "I won't eat!" Tommy enters and drives him away with shouts of "Go away, Bad Billy, you're no fun. You have no pep. You didn't eat a good breakfast." Lucy enters after Bad Billy leaves.)

Tommy: Lucy Limp, come with us! (Takes her by the hand.) We'll fix a good breakfast for you this morning and let you see how good it tastes. You'll feel better, too. (Tommy goes out of sight, but Lucy pauses as cheerleaders enter.)

Cheerleaders: (Speaking in unison) Yes, yes, Lucy Limp! It's so easy and so quick to fix and eat a cereal, milk and fruit juice breakfast. All you have to do is pour some cereal into a bowl, add milk, and eat! (Pantomine.) Then just pour a glass of juice and drink! (Pantomine.) Be sure it is citrus or tomato juice, though. If you wish, you can eat a piece of citrus fruit, like orange, tangerine or grapefruit sections, instead of drinking juice. You can eat fruit on the way to school, if you're in a hurry. Come on, Lucy! (They rush off stage as they speak, taking Lucy with them.) We'll show how to fix a good, quick breakfast yourself when your Mother doesn't have time. (Bad Billy comes in after they leave and "droops" around, moaning, groaning and growling.)

Bad Billy: That breakfast munch-bunch took Lucy Limp away. And just as she started to be my friend! Now I don't have any friends because I'm grouchy. I feel bad! That's why I'm grouchy. It really isn't my fault. (tears) (Waves his sign and shouts) I hate breakfast! Breakfast is bad! (Looks mean.) I'll show that bunch! (Shakes his fist.) I'll show them they don't need breakfast to be strong and cheerful. Lucy Limp will be my friend again. (Waves his sign and looks mean. Yells "down with the breakfast" as Tommy comes in, smiling and cheerful. He drives Bad Billy away without much trouble. Shouting "Boo! Go away, Bad Billy, You didn't eat breakfast. We like to eat breakfast!")

(Lucy comes in, smiling.)

Tommy: (Dusting off his hands.) Ah! That should be the last of Bad Billy. Lucy Limp, you need a new name. Since you ate a good breakfast, you seem to be feeling better. You have more pep and you're more fun. We're glad to have you as our friend. (Calls to cheerleaders who are off stage.) Girls, what shall we call her? Come on and give her a new name while I watch for Bad Billy. (Exit Tommy. Enter cheerleaders.)

Cheerleaders: (Speaking in unison.) Let's call her Lucy Sprucy! It fits her better than Lucy Limp now. She's more cheerful and bright and sprucy since she ate a good breakfast. And she will be so much fun to have as a friend. She plans to keep on eating a good breakfast every morning, you know! Right, Lucy Sprucy?

Lucy: Yes, indeed! It's so easy, and the food tastes so good! I had some cheese toast, a glass of milk, and an orange this morning. Oh, I feel so much better already. Just think how peppy and bright I'll be if I eat a good breakfast every morning! Thank you, friends, for my new name. Lucy Sprucy sounds so much better than Lucy Limp. I'm so glad I learned to eat a good breakfast. Now I won't miss anything that's going on around here!

The group (Lucy and the cheerleaders) cheerfully chant —

Group We LIKE to eat, to eat, to eat,
We WANT to eat, to eat, to eat,
We PLAN to eat, to eat, to eat,
a goo-oo-oo-d Breakfast! Yea! Yea! BREAKFAST

Tommy and Lucy: (Bad Billy pokes his head up and weakly waves his sign, then falls back as Tommy enters. Tommy and Lucy chant again—)

We LIKE to eat, to eat, to eat,
We WANT to eat, to eat, to eat,
We PLAN to eat, to eat, to eat,
a goo-oo-oo-d Breakfast! Yea! Yea! BREAKFAST

THE FIVE LITTLE FLATCARS AND MR. TROLL

This skit is based on the story "Mr. Troll and the Three Billy Goats Gruff." Mr. Troll could be any one of a number of odd looking creatures. An outlandish costume with a weird-looking bearded head would be appropriate. Each car would be pulled by a child dressed in his school clothes. The narrator would be a child dressed in his Sunday best.

Narrator	Once upon a time there were five little flat cars who belonged to a train called "The Well Balanced Choo-Choo Lunch." Now these five little flat cars were busy, busy little cars working for the good of all boys and girls trying to help them be strong and healthy. But everyday, in order to get to the school lunch department, they had to cross a bridge where a mean ole Troll lived who just loved to overturn flat cars and eat all the food for himself. Early one Monday morning, the five lil' flat cars set out for (Name of School). The first car started across the bridge.
Car 1	This is the way to good health and nutrition, good health and nutrition, good health and nutrition, this is the way to good health and nutrition, tral-la-la-la. (Tune: Here We Go Around the Mulberry Bush)
Troll (In a gruff voice)	Halt!! —Who's that crossing on my bridge?
Car I (Meekly)	It's only I — The first little flat car!
Troll (Quite loud)	And where do you think you're going? And what are all those things you are carrying?
Car I (Cheerily)	Oh, I'm on my way to (Name of school). My milk and dairy products will help keep the children well. They make strong bones and teeth. These foods are first on a well balanced school lunch!!
Troll	What is this well balanced school lunch you're talking about? You know, I'm awfully hungry!
Car I	Well, I contribute a half-pint of milk each day to a well balanced school lunch as well as cheese and other foods. Please Mr. Troll, please do let me pass!! Without my car the well balanced school lunch that's so important to growing boys and girls couldn't even get to first base! My flat car brothers and sisters will tell you more about their part in well balanced school lunch!
Troll (Crossly)	Well, all right! — And anyway I don't need milk and such! My bones and teeth are already strong! (Mutters to himself) I hope! I hope! Piffle wink and phooey!
Enter Car II	This is the way to make a good lunch, make a good lunch, make a good lunch. This is the way to make a good lunch every single day. (continues humming)
Troll (In a gruff voice)	Who's that who dares to cross my bridge?
Car II (Bravely)	Oh, it's only I, the second little car.
Troll (Crossly)	And just where do you think you're going? And what are you carrying?
Car II	Oh, I'm going to (Name of school). I have all sorts of muscle building foods such as meats, poultry, eggs, fish, dried peas and beans, and nuts. All these foods are part of the well balanced school lunch which all boys and girls at (Name of school) eat every day! They are waiting for me now, I must hurry!
Troll	And just how do you know I'm going to let you pass? I too am powerfully hungry!
Car II	Oh, there are plenty of my other brothers and sisters behind me, Mr. Troll! Maybe you could eat some of their foods, but I'm in such a hurry. The boys and girls need me so badly in order to help them to have big muscles and to keep their body in good repair and running smoothly.
Troll	Oh, all right — I might as well let you pass, but none of your other brothers and sisters will get by me, you can bet on that!
Car II	(Passes off stage humming) This is the way to make a good lunch, make a good lunch, make a good lunch, this is the way to make a good lunch every single day!
Enter Car III (Singing gaily)	Let's all make way for a good lunch, a good lunch, a good lunch, let's all make way for a good lunch, every single day!
Troll (With more curiosity than gruffness)	And — just where do you think you're going? All this singing about a good lunch! And just what is this good lunch that you and your other brothers and sisters are talking about?

Car III (Gaily)	Oh, I'm going to (Name of school). The boys and girls are waiting for me. I'm part of the lunch they're going to have today! In my car I have all sorts of fruits and vegetables. Everybody needs all kinds of fruits and vegetables; leafy, dark green and yellow vegetables, also citrus fruits and tomatoes; cabbages and lots of other kinds! These help keep boys and girls well! As a matter of fact, we need at least 4 kinds of fruits and vegetables every single day! Do you see how important I am? Please let me pass, Mr. Troll! I mustn't dare be late!
Troll (Muttering to himself)	Oh piffle wink and phooey! I can see that I should have stopped that muscle building car! I don't care for fruits and vegetables! But you know my gums have been giving me trouble lately! Oh, phooey! (Aloud) Oh — all right — your old food wouldn't help me any!
Car III	Thank you, Mr. Troll, But you're mistaken about my food not helping you. Why I am good for young and old alike! I'll tell you what! Maybe there'll be some left, and if there is, I'll promise to bring it back to you! Goodby now! (Leaves singing) Let's all make way for a good lunch — a good lunch — a good lunch — Let's all make way for a good lunch — every single day!
Car IV Enters Troll	Halt there — you eager beaver! (Mockingly in a high sotto voice) And I suppose you're also going to (Name of school) and you also have food which is good for the well balanced lunch, I've been hearing so much about today!
Car IV (Earnestly)	Oh yes, Mr. Troll — I really am! Those boys and girls at the (Name of school) just couldn't do without me on their lunch! You see, I contain enriched breads and cereals and macaroni products. All of these are such good energy foods!!! My foods are called fuel foods 'cause they give us so much get up and go! Why, do you know what? Everybody needs at least 4 servings of me every single day! I'm real important!
Troll (With a snort)	I'll have you know, Mr. Energy Car, that I have plenty of get up and go! Why I could knock you right off my bridge right now without the least bit of effort! I just think I'll show you how easy it would be! (Troll starts toward the car — car stands quaking with fear. Troll stops, shakes his head slowly and mutters to himself) My, I do feel sort of shaky today. Think I'd better rest for awhile. (Aloud to Car IV) Oh, piffle wink and phooey! I'll not waste my time on the likes of you! You may pass! You may pass!
Car IV (Gaily)	Oh, thank you for letting me pass, Mr. Troll! I wouldn't want to be late for lunch! (Exits singing) Let's all make way for a good lunch — a good lunch! a good lunch. Let's all make way for a good lunch every single day!
Troll	(Sits dejectedly with head in hands and thinks aloud to himself) You know I wonder if this well balanced school lunch could be good for me? I don't have nearly the energy and pep that I make out like I do! My muscles aren't really strong. My bones and teeth ache something fierce! Half the time I have the sneezes and sniffles! I wonder if there's really anything to this business that eating a good balanced diet will make a person healthy and strong. You know, it must make people happy too — Why even these little cars have been singing and skipping as they carry food to (Name of school). They are so cheerful and I'm so grouchy and grumpy!
Car V	I am Mr. Tag-a-long! Tag-a-long! Tag-a-long! I am Mr. Tag-a-long! My car is fun for you. I have all the extra energy foods, energy foods, energy foods! I have all the extra energy foods for a well balanced school lunch!
Troll (Cordially)	And how are you this morning, little car? I'll bet you're also taking good food to the boys and girls at (Name of school) for their lunch today, aren't you?
Car V (Wonderingly)	Yes, I am, Mr. Troll, Do you mean you're going to let me pass without trying to eat me up or anything?
Troll	Yes, that's exactly what I'm going to do — providing you do me a favor.
Car V	Well, what can I do for you, Mr. Troll?
Troll (Haltingly)	Well, ah — that is — ah — ah — I sort of wondered if — if ah — maybe I could go along with you? Do you suppose they'd let an old codger like me have lunch at school? Why, my goodness, I haven't had lunch in a school since way back yonder when all we had was something we'd brought from home in a paper bag! I'm sure it wasn't balanced like the lunch you all have been talking about! Usually mine was just something I threw together myself.
Car V	Why of course, Mr. Troll, the (Name of School) always welcomes a few visitors each month to eat with them because they're quite proud of their lunch! Yum! Yum! I can taste it now!!! (Exit Mr. Troll helping to pull Car V) (They both sing.) This is the way we go to school!!! Go to school — go to school! This is the way we go to school to eat a good lunch!
Narrator	And so ends the story of the five little flatcars and the big, bad troll who turned out not to be such a bad guy after all! Now that you've found out just how much a well balanced school lunch can do for you, I'm sure that you, too, will be just as big a booster of your school lunch as the "Five Little Flatcars and Mr. Troll."

THE GARDEN OF GOOD EATING

Preface:

THE GARDEN OF GOOD EATING is a puppet play or skit intended for production by middle or upper elementary school children. The play can be presented for primary classes and/or parent groups.

Costumes or puppets can be as simple or elaborate as needed to meet class purposes.

The production of "The Garden Of Good Eating" could also be considered an art and drama experience that integrates nutrition education into the existing curriculum.

List of characters:

Heidi	A smiling, happy little girl
Ernie	A happy, energetic little boy
Lenny Long Bone	A worried bone
Tuffy Tooth	A concerned tooth
Mike Milk	A carton of "good old" milk
Bennie Bread	A slice of wholesome bread
Cindy Cereal	A nice bowl of cereal
Oscar Orange	A big orange
Tillie Tomato	A juicy tomato
Cathy Cabbage	A yummy cabbage
Little O.J.	A small glass of orange juice wearing a baseball cap
Charlie Carrot	A persnickety carrot
Suzie Sweetpotato	A southern yam
Stan Steak	A juicy steak
Henry Hamburger	A roly-poly hamburger patty
Tom Turkey	A golden brown turkey leg with a grin
Bert Bean	A slim, trim pinto bean
Edgar Egg	A grade A friendly egg

THE GARDEN OF GOOD EATING

Heidi . . . . Hi! I'm Happy Healthy Heidi and this is the Garden of Good Eating. I'm so glad that you could visit here today. There are so many exciting things to see. (A zooming sound begins in background). Oh, here comes Energetic Ernie. Watch out! He's always on the run.

(Enter Ernie running)

Ernie . . . . Hi, Heidi, want to race? Isn't this a great day! (Ernie notices audience). Oh, hello there. I didn't know we had company.

Heidi . . . . Yes, Ernie, these children have come to see our garden and meet our good food friends. Would you like to help me show them around?

Ernie . . . . Would I! What are we waiting for? LET'S GO! Look, here comes Mike Milk with Lenny Long Bone and Tuffy Tooth. It looks like something is up.

(Ernie and Heidi go to the side of the stage and watch as Mike, Lenny and Tuffy enter talking seriously).

Lenny . . . . Mike, I am really worried. The bones I have seen lately are weak and easily broken.

Tuffy . . . . And you should see all the cavities in my friends.

Mike . . . . I know, I know. Children just seem to prefer soda pop over milk today. If there were just some way we could let them know how much they need me. My calcium is what makes bones and teeth hard and strong, and it helps the muscles to work well, too!

(Ernie starts to zoom and runs over to Lenny, Tuffy and Mike. Heidi advances more slowly.)

Ernie . . . . Hi Mike! Your good minerals, calcium and phosphorus, help keep me running. Is there some kind of problem?

Mike . . . . Yes, Ernie — a big problem.

Heidi . . . . Excuse me. Hello, Mike. We have visitors today.

(All turn toward the audience.)

Lenny, Tuffy and Mike . . . . IT'S THE CHILDREN!!

Heidi . . . . Yes, they have come to see our garden.

Lenny . . . . Here is your chance, Mike!

Tuffy . . . . Yes, we need your help, Mike.

Mike . . . . Hello, boys and girls. I'm Mike Milk and I know some of you do not know me very well. Some of you tell your friends you don't even like me, but I am a good friend to each of you. My minerals and protein help you to grow strong and tall. They help to keep your heart beating the way it should. Many children today have problems because they don't drink enough of me. You need at least 3 servings of me or my family every day. Other members of my family are yogurt, cheese including cottage cheese, skim milk and ice cream. We all belong to the milk family. Please give us a a chance to help make you healthy.

Heidi .... Gee, Mike. You and your family are very good friends, and you taste so good. I am sure all of the children here today want to be your friend.

Ernie .... Sure we do! Don't we kids?

(Pause to give children time to respond)

Mike .... I can hardly wait to tell the rest of my family. I'll be seeing you at least 3 times every day.

Lenny, Tuffy, Mike .... (In happy, excited voices.) Good bye! Good bye!

(Exit Lenny, Tuffy and Mike)

(Enter Benny Bread and Cindy Cereal.)

Benny .... Hey, what's going on? Is it a party?

Ernie .... Hello, Benny. These children have come to visit our garden.

Benny .... Hi, kids! I'm Benny Bread. You all know me and my cousin Cindy Cereal. We belong to the bread family, and we are all full of important nutrients like B vitamins and iron.

Cindy .... Yes, just read our labels, and you will find that many of us are fortified so that we contain some of the vitamins you need each day. We have a large family.

Benny .... There's macaroni, spaghetti, rice, and all kinds of breads and cereals. It's easy to get 4 servings of our family each day.

Cindy .... We certainly help give Ernie energy. (Ernie zooms past in the background.) By the way, has anyone seen Mike Milk? I think we go great together!

Heidi .... He just left, Cindy. (Benny and Ernie are racing in background.)

Cindy .... Come along, Benny.

Ernie .... I'm getting hungry, Heidi. Let's go by Fruit and Vegetable Valley and — clickety clack — have a snack!

Heidi .... Good idea, Ernie — clickety clack!

(Ernie and Heidi begin walking.)

(Enter Oscar Orange.)

Oscar .... Hey, Hey, Hey! What's up Ernie? Hi, Heidi! Have either of you seen Little O.J.? He was here a minute ago. We were playing baseball, and he ran off with the ball.

Heidi .... No, Oscar. We haven't seen him. We are just here to have a snack.

Oscar .... Hey, Hey, Hey! You came the right way!! Fruits and vegetables make great snacks, especially citrus fruits which have lots of vitamin C that you need every day.

Ernie .... That's right, Oscar. We do need vitamin C every day. It is called the "Cement of Cells" because it helps hold our cells together.

Heidi .... Oscar, I had an orange yesterday. What can I have today to give me vitamin C?

Oscar .... Well, strawberries, cantaloupe, broccoli, potatoes, and green peppers to name a few. Hey, hey, hey, here come two vitamin C vegetables now — Cathy Cabbage and Tilly Tomato!

(Enter Tilly Tomato and Cathy Cabbage.)

Tilly .... Well, if it isn't Oscar Orange. How are you doing?

Oscar .... Hey, hey, hey! I'm doin' OK!! Tilly, have you seen Little O.J.?

Tilly .... Yes, I saw him just a minute ago at the juice stand.

Ernie .... Mmm! That sounds good! Come on, Heidi. Let's go have some juice!

(Exit Ernie and Heidi.)

Cathy .... We are on our way to a salad, Oscar. Would you like to come?

Oscar .... Thanks, Cathy, but I've got to find Little O.J.

(Exit Cathy and Tilly.)

Oscar .... (Humming to himself.) Fruits and vegetables good for you and me, especially a serving of vitamin C.

Ernie .... (Returning with Heidi and Little O.J.) Look who we have found, Oscar.

Oscar .... Hey, Hey, Hey, it's Little O.J.!!

O.J. .... Hi, Oscar. I've been filling up at the juice stand. Now, I'm ready to finish our game. Let's go!

Heidi .... The grapefruit juice I had was just right.

Ernie .... It really hit the spot! Juice is a great picker-upper.

(Enter Charlie Carrot and Susie Sweet potato.)

Charlie .... Vegetables also make good snacks, Ernie. In fact, they are good any time. Have you ever had a carrot stick or carrot coin?

Susie .... (In a southern accent.) You are so right, Charlie. Often children think vegetables aren't any fun, but really we are delicious for snacks as well as at meal-time. Especially those of us who have lots of vitamin A like Charlie and me.

Charlie .... How well do you see after dark, Heidi? Are you eating your vitamin A vegetables?

Heidi .... I wouldn't miss them, Charlie. I love dark green leafy and deep yellow vegetables.

Ernie .... I know how important vitamin A is to my good health. Why, pumpkin, spinach, greens, carrots, apricots, and sweet potatoes taste good.

Susie .... I hope the children at our tasting party today will take at least one little bite. If they try us, they will like us!

Charlie .... We had better go Susie, or we will be late for our own tasting party.

Heidi and Ernie .... Good bye!

(Exit Charlie and Susie.)

Heidi .... Well, boys and girls, you have seen most of our Garden of Good Eating, but we have one more spot to visit — Meat Market Mountain.

(Heidi and Ernie begin walking and come to a sturdy iron bridge.)

Heidi .... As we cross this sturdy iron bridge, I think of the good mineral, iron, that is so important to our bodies.

Ernie . . . . You certainly are right about iron, Heidi. It is what makes our blood red and helps our bodies to use the energy we get from food. Without enough iron, I would be tired all the time instead of being Energetic Ernie!!!

Heidi . . . . Ernie, we are lucky to have lots of good red meat in our garden to supply us with iron.

Ernie . . . . Speaking of meat, isn't that Stan Steak over there?

(Stan Steak enters.)

Heidi . . . . Yes, it is. Let's go say hello.

Ernie . . . . Hello, Stan. How are things on Meat Market Mountain?

Stan . . . . Fine, Ernie, but I can't talk now. We have had a call for emergency protein, and Bert Bean and I have to rush. (Enter Bert Bean in a hurry.) Here is Bert now. Good bye.

(Exit quickly Bert and Stan.)

Ernie . . . . (Calling after them.) Good bye, Stan. Bye, Bert.

Heidi . . . . Goodness, some child must not be eating 2 servings of meat a day and is having a protein shortage.

Ernie . . . . I am glad Bert Bean is going. He is a good source of protein and contains almost no fat at all.

Heidi . . . . Yes, I noticed how slim and healthy he looked.

(Enter Henry Hamburger, Edgar Egg, and Tom Turkey.)

Henry . . . . Who looks slim? I've been trying to diet, but it's hard when you have as much fat as I do and so many people put fattening sauces all over me. Oh, I will never be thin.

Edgar . . . . Cheer up, Henry, at least children love you. Poor Tom Turkey only gets invited to dinner on Thanksgiving or Christmas, and he has a lot less fat than you do and high quality protein, too.

Tom . . . . Speaking of protein, Edgar, yours is very good. Also your yellow yolk is full of iron.

Edgar . . . . Yes, I am proud to be an egg. (Starts to jump around.)

Henry . . . . Please be careful, Edgar; you will break your shell.

Edgar . . . . Don't worry, Henry. I'm hard cooked.

(Exit Tom, Edgar and Henry.)

(Heidi and Ernie who have been in the background come forward.)

Heidi . . . . Well, boys and girls, now you have seen our Garden of Good Eating. We hope you enjoyed your visit.

Ernie . . . . Don't forget the food groups you met today or the number of servings you need. Remember:
Breads and Cereals — 4 a day.
Fruits and Vegetables — 4 a day.

Heidi . . . . Be sure to get vitamin C source every day and vitamin A at least every other day.

Ernie . . . . Milk — 3 servings a day.
and Meat — 2 servings a day.

Heidi and Ernie . . . . Good bye for now, boys and girls and happy eating!

THE HEALTHY BIG 4 FAMILY

WH-O-O-OT OWL: Who-Whoo-Whooo. Meet the healthy Big 4 family. They have tips for you and me about our food habits!

HEALTHY HILDA: Hi, there! I'm Healthy Hilda. Today I want you to meet the friends that make me grow strong and healthy. Do as they say, and you'll grow up to be healthy boys and girls. Let's hear what Harry thinks.

HEALTHY HARRY: Hi! I'm Healthy Harry, and I agree with Hilda 100%. Our Big 4 friends help us grow big and strong, stay healthy, and feel good. Now let's hear from our friends.

MIKE MILK: Hi! I'm Mike Milk. I'm found in all your favorite foods. Good sources of me include skim, lowfat, and whole milk, buttermilk, yogurt, cheese, and ice cream as well as cooked foods made with milk such as pudding and custard. Remember to get 3 or more servings of me each day so that you can have strong bones and teeth like Hilda and Harry. Now here's Fred Fish; let's hear from him.

FRED FISH: I'm Fred Fish, and I want to tell you about the meat group. Eating 2 or more servings of meat or meat alternates each day will help you grow big and strong. Beef, pork, fish, lamb, poultry, dry beans and peas, peanuts, and eggs are all part of the meat group. Here we have Alice Apple and Oscar Orange; let's see what they have to say.

ALICE APPLE: Does an apple a day keep the doctor away? I'm Alice Apple and this is Oscar Orange. We are here to tell you about our favorite group—fruits and vegetables. If you want to stay healthy be sure to include 4 or more servings of us each day and help keep that doctor away.

OSCAR ORANGE: You've heard that citrus fruit are needed daily for vitamin C and that is true. Oranges, like myself, and grapefruit give you lots of vitamin C. Now let's listen to what Charlie Carrot, one of my favorite vegetables, believes.

CHARLIE CARROT: I'm Charlie Carrot, and like Alice Apple and Oscar Orange, I want you to grow, glow, and go! So be sure to eat your fruits and vegetables to get vitamins A and C. Now Benny Bread, why don't you tell us about the breads and cereals group.

BENNY BREAD: Thank you, Charlie, I'd be glad to since that is my favorite subject! Lots of foods belong in the breads and cereals group including whole wheat and white bread, toast, cornbread, biscuits, rolls, buns, rice, macaroni, spaghetti, and cereals. Four or more servings a day are needed from the breads and cereals group to help keep you healthy.

WH-O-O-OT OWL: Who-Whoo-Whooo. I hope you have made friends with all the healthy Big 4 family. Remember who they are and remember to include them in your food choices everyday.

THE THREE BEARS

Narrator: Welcome to our play, The Three Bears. We hope you will enjoy it. At the opening of the curtain, Mama Bear is placing 3 bowls of oatmeal on the table —

Baby Bear: Mama, why does Papa have a big bowl and you have a middle-sized bowl and I have a little bowl?

Mama Bear: Because Papa is big, and I am not as big as Papa, and you are little. Papa has to have more to eat because he has to chop wood and walk a long way to find honey.

Baby Bear: But why do you have a middle-sized bowl?

Mama Bear: Because I am not as big as Papa. I need a middle-sized serving to give me energy to clean the house and take care of you.

Baby Bear: Why do I have a teeny-tiny bowl?

Mama Bear: Because you are little and don't need as much.

Baby Bear: Why is oatmeal good for me?

Papa Bear: Oatmeal is nutritious.

Baby Bear: What does nutritious mean?

Papa Bear: Nutrition is the food you eat and how the body uses it. Oatmeal has nutrients to help you grow and develop. Oatmeal has protein, iron, B vitamins and food energy.

Baby Bear: And it's good too!

Mama Bear: (Laughing) Yes, it's good and good for you! Now, let's go for a walk while our oatmeal is cooling.

Narrator: While the three bears are out for a walk, guess who comes to the home of the bears? — You guessed it!! Goldilocks.

Goldilocks: Um-m-m. Oatmeal. It looks delicious. (She tastes Papa Bear's) Ouch! That's too hot! (She tastes Mama Bear's) O-o-o-o! That's too cold. (She tastes Baby Bear's) Um-m-m. That is so good. I think I can eat all of it. — That was good and now I am sleepy. I believe I will lie down for a minute.

(The Three Bears come in)

Baby Bear: Oh! Look, Mama! It's my friend, Goldilocks. Oh, goody! Can she stay and have lunch with us? Please, pretty please?

Mama Bear: Yes, of course she can stay. You and Goldilocks may help me plan our meal.

Baby Bear: Oh! Goody! Goldilocks, let's have some of that fresh catfish Papa caught.

Goldilocks: Yes, and let's have a lettuce and tomato salad.

Mama Bear: I'll make some cornbread and we'll have milk to drink.

Baby Bear: Is that a well-balanced meal, Papa?

Papa Bear: Let's ask the children. Children, will you help us decide if we have a well-balanced meal?

(Audience answers Papa Bear's questions.)

Papa Bear: In what food group does fish belong?
In what food group does lettuce and tomato belong?
In what food group does cornbread belong?
In what food group does milk belong?
Is this a well-balanced meal, boys and girls?

Narrator: Thank you for helping. We hope you enjoyed our play.

This is an original play written and produced by Mrs. Jody Gould's First Grade Class, in the Hobart Public Schools. (Spring 1979)

The Little Red House With No Doors and No Windows

by Caroline Sherwin Bailey

There was once upon a time a little boy who was tired of all his toys and tired of all his picture books and tired of all his play.

"What shall I do?" he asked his mother. And his mother, who always knew beautiful things for little boys to do, said:

"You will go on a journey and find a little red house with no doors and no windows and with a star inside."

Then the little boy's eyes grew big with wonder. "Which way shall I go?" he asked, "to find a little red house with no doors and no windows and a star inside?"

"Down the lane and past the farmer's house and over the hill,"said his mother. "Come back as soon as you can and tell me all about your journey."

So the little boy put on his cap and his jacket and started out.

He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. Her cheeks were like pink blossom petals and she was singing like a robin.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" the little boy asked her.

The little girl laughed. "Ask my father, the farmer," she said. "Perhaps he knows."

So the little boy went on until he came to a great brown barn where the farmer kept barrels of fat potatoes and baskets of yellow squashes and golden pumpkins. The farmer himself stood in the doorway looking out over the green pastures and yellow grain fields.

"Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the little boy of the farmer.

The farmer laughed, too. "I've lived a great many years and I've never seen one" he chuckled; "but ask Granny who lives at the foot of the hill. She knows how to make molasses taffy and popcorn balls and red mittens. Perhaps she can direct you."

So the little boy went on farther still, until he came to the Granny sitting in her pretty garden of herbs and marigolds. She was as wrinkled as a walnut and as smiling as the sunshine.

"Please, dear Granny," said the little boy, "Where shall I find a little red house with no doors and no windows and a star inside?"

The Granny was knitting a red mitten and when she heard the little boy's question she laughed so cheerily that the wool ball rolled out of her lap and down to the little pebbly path.

"I should like to find that little house myself, she chuckled. "It would be warm when the frosty nights came and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you."

So the little boy took off his cap politely to the Granny and went on up the hill rather sorrowfully. He wondered if his mother, who usually knew almost everything that was to be known, had perhaps made a mistake.

The wind was coming down the hill as the little boy climbed up. As they met, the wind turned about and went along, singing, beside the little boy. It whistled in his ear and pushed him and dropped a pretty leaf into his hands.

"Oh Wind," asked the little boy, after they had gone along together quite a way, "Can you help me to find a little red house with no doors and no windows and a star inside?"

The wind cannot speak in our words, but it went singing ahead of the little boy until it came to an orchard. There it climbed up in an apple tree and shook the branches. When the little boy caught up, there, at his feet, lay a great rosy apple.

The little boy picked up the apple. It was as much as his two hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up as straight as a chimney. But it had no doors and no windows. "Was there a star inside?"

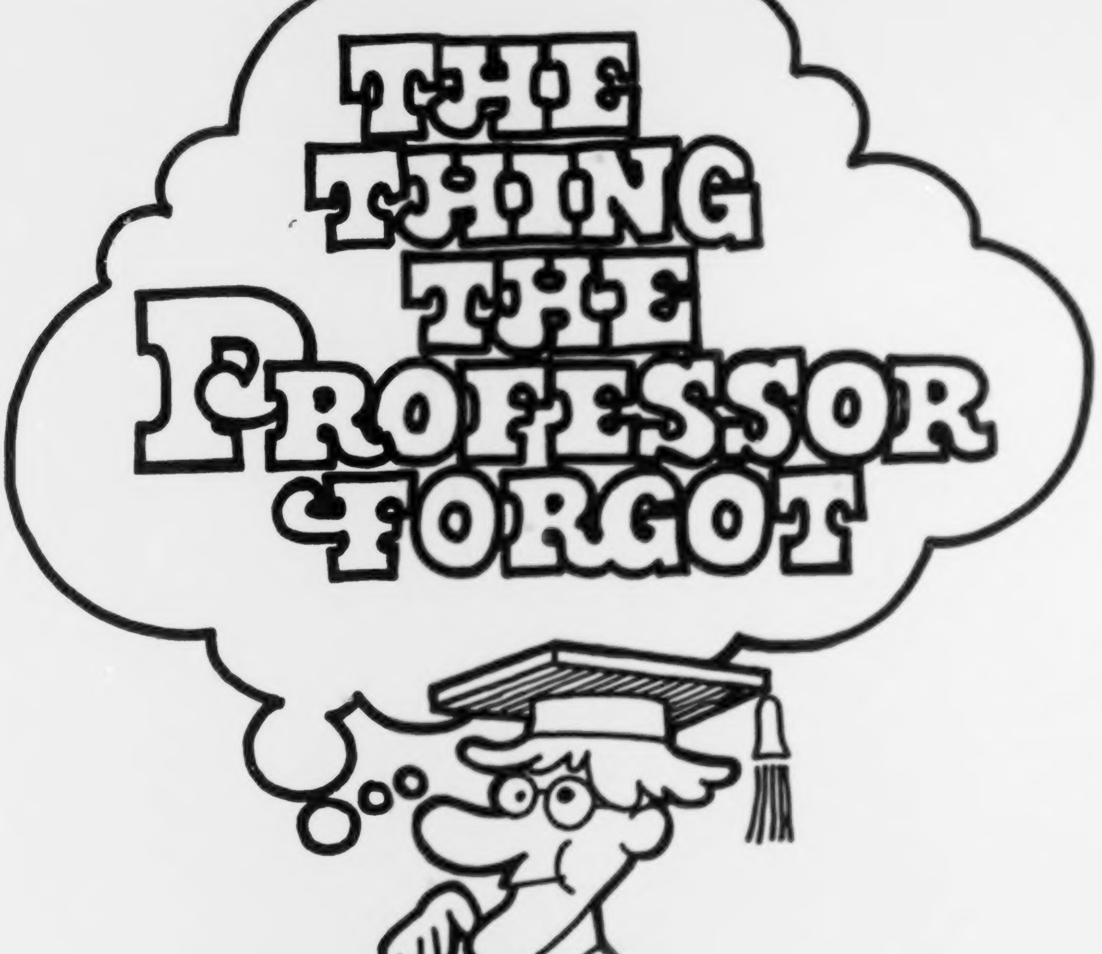
"I wonder," thought the little boy. He took his jackknife from his pocket and cut the apple through the center. Oh how wonderful! There, inside the apple, lay a star holding brown seeds.

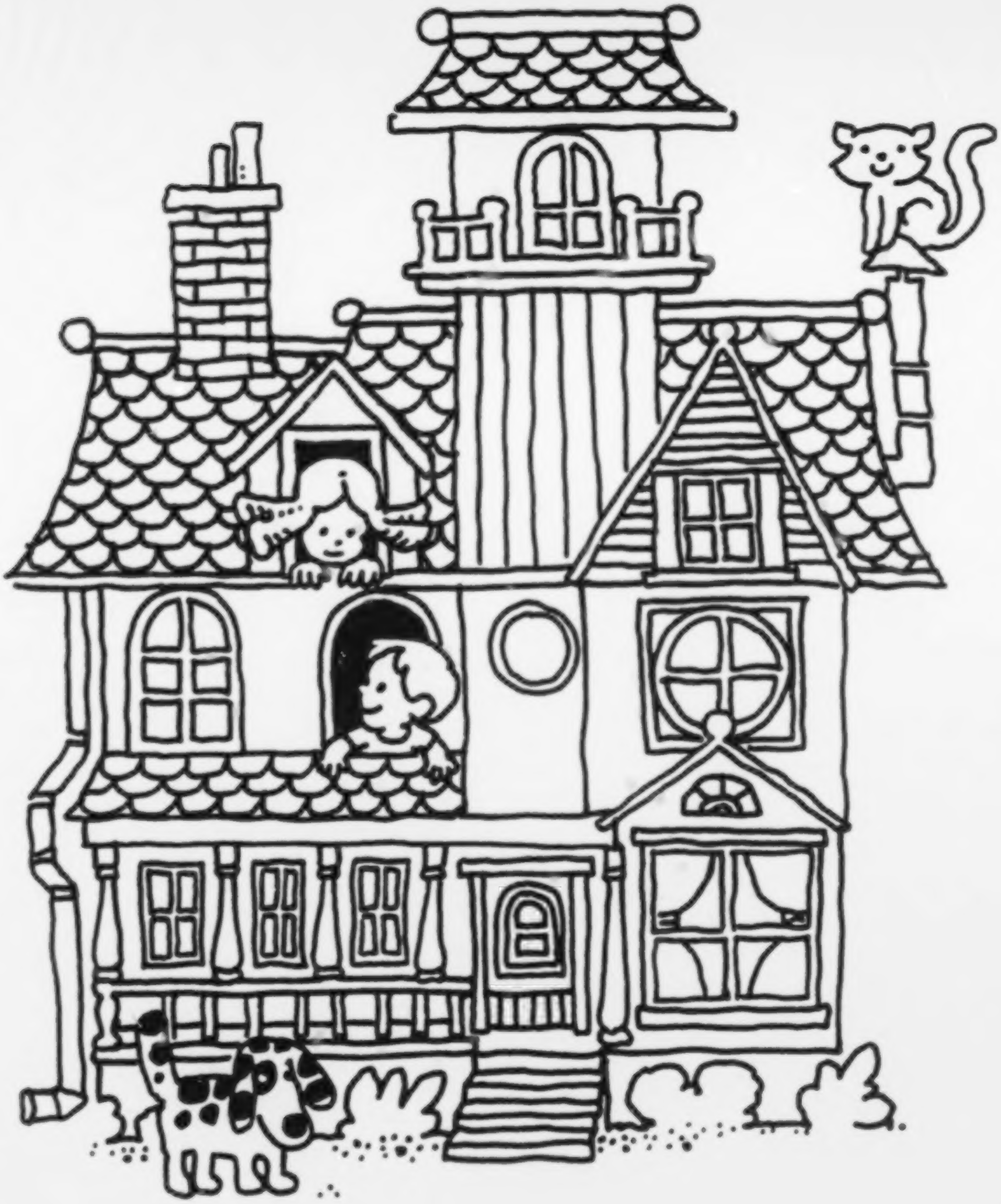
So the little boy called to the wind,"Thank You," and the wind whistled back, "You're welcome."

Then the little boy ran home to this mother and gave her the apple.

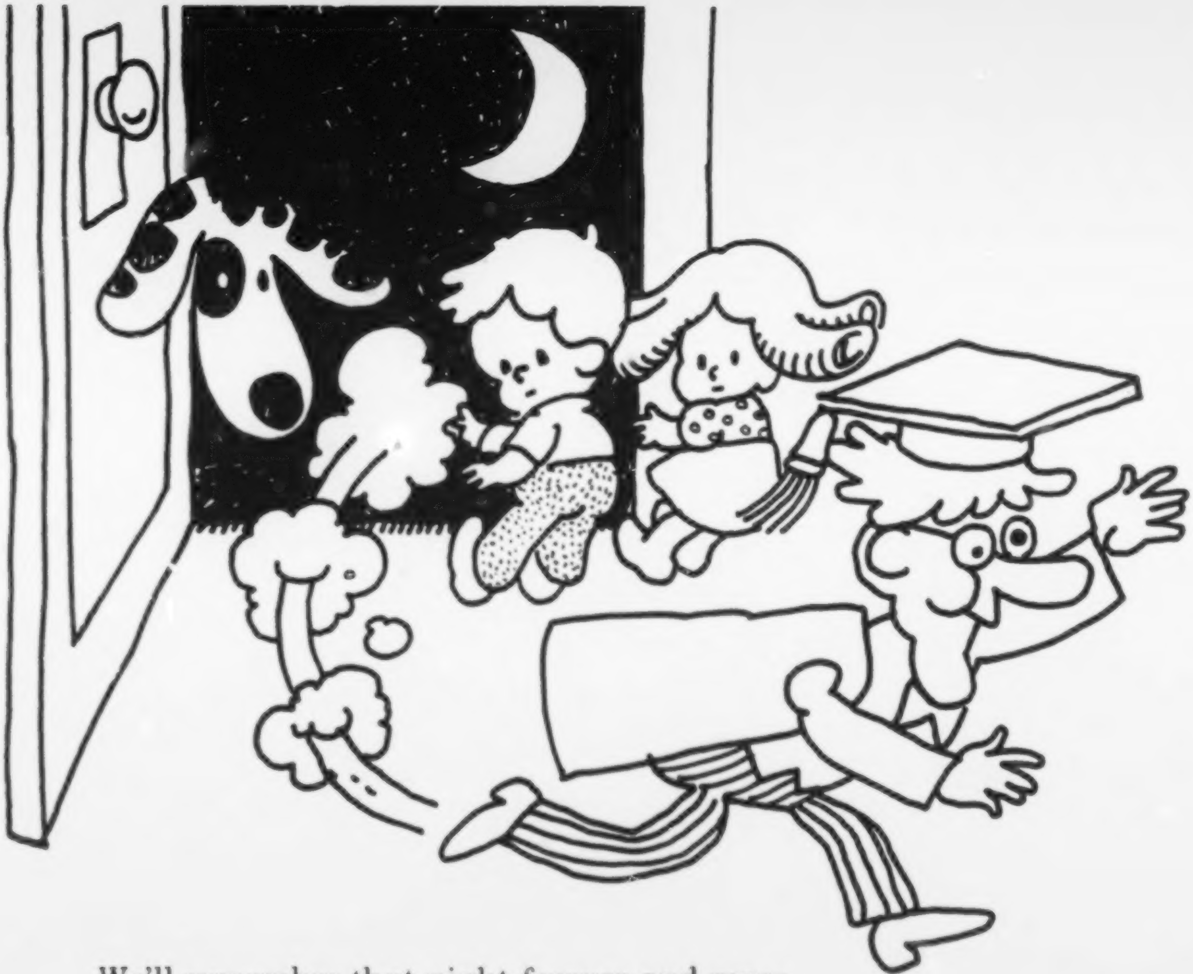
"It is too wonderful to eat without looking at the star, isn't it?" he asked.

"Yes, indeed," answered his mother.


THE THING THE PROFESSOR FORGOT



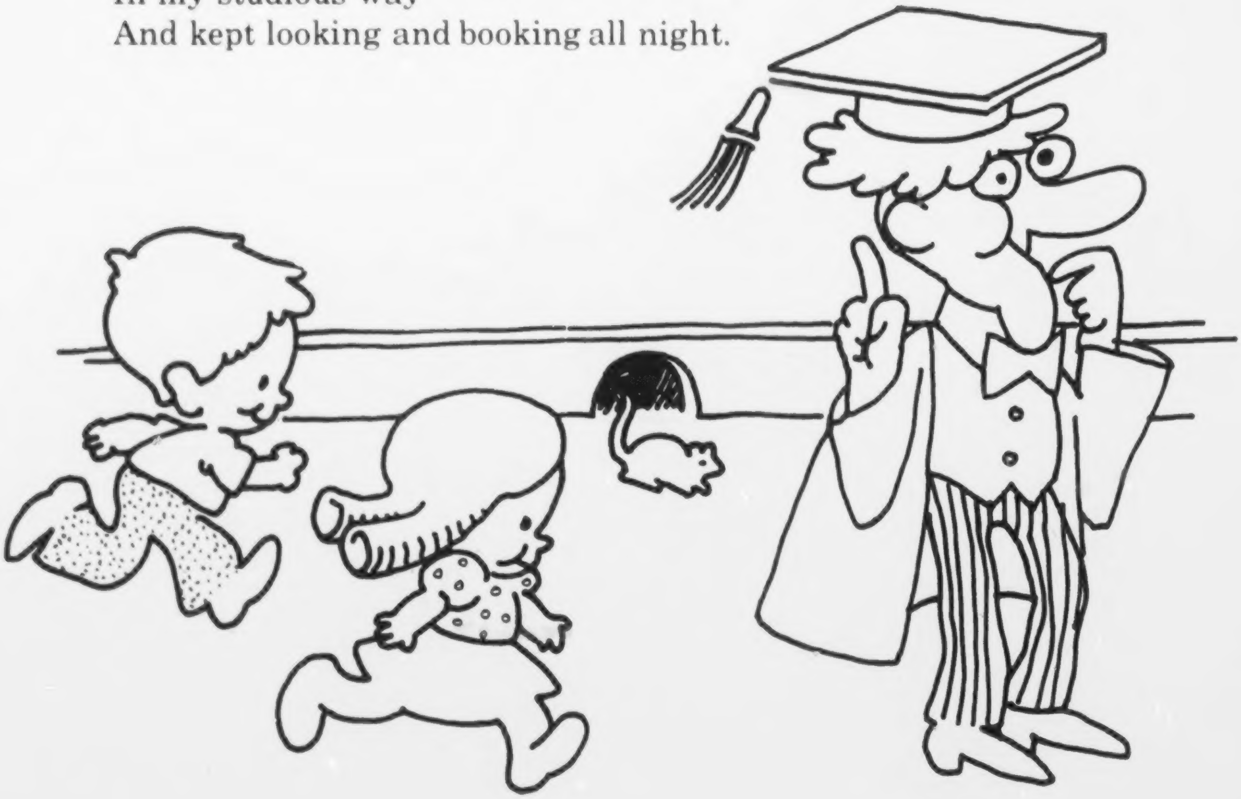
We live in a rickety, four-storied house,
Just we by ourselves, and maybe a mouse—
Or two or three, but no more than that,
Avoiding the glances of Cleo our cat.
And Caesar the dalmatian keeps up the guard
By lurking and leaping out in the yard.



We'll remember that night forever and more,
When a strange sounding noise made us open the door.
And peering all squinty out into the black,
We felt something wisk in, just brushing our back.
Before we could think or could speak or decide,
A tiny professor was standing inside.

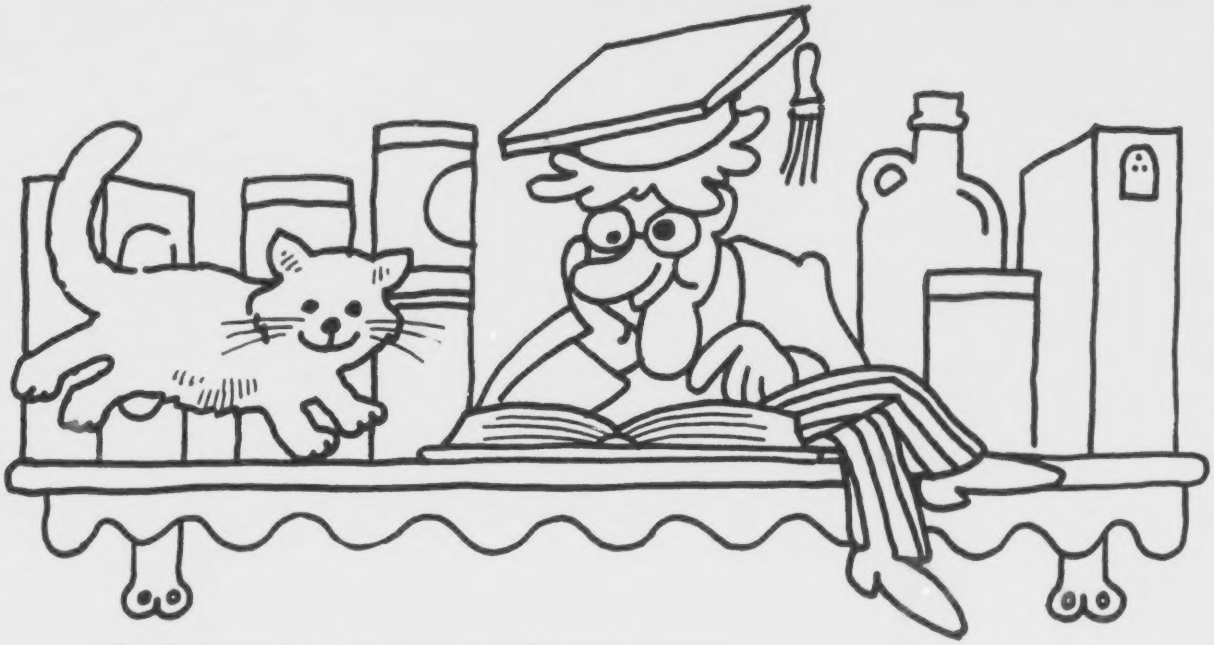
"I'm Oonoose Q. Eckwoose,
A professor," said he,—
"I have my degree
In Foodology.
Not biology or psychology.
Not theology or kneeology.
Not chemistry, dentistry, menacery, Christmastree—
I'm a professor of food.
I've simmered and savored
Facts in all flavors
Until I became rather shrewd.

"But in the back of my head
There's something I've read,
And I can't remember it quite.
I've looked in my books
And talked to the cooks.
I've studied all day
In my studious way
And kept looking and booking all night.

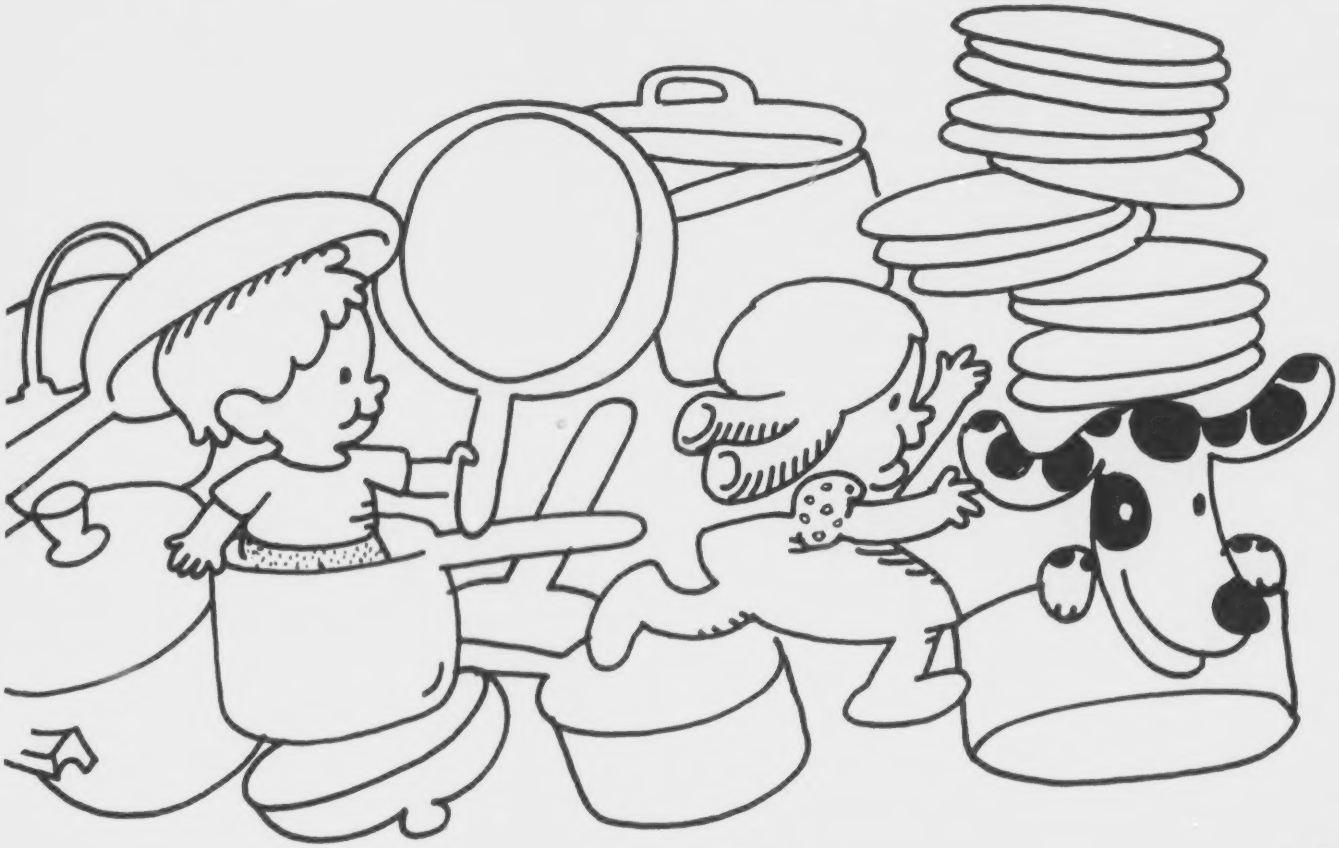


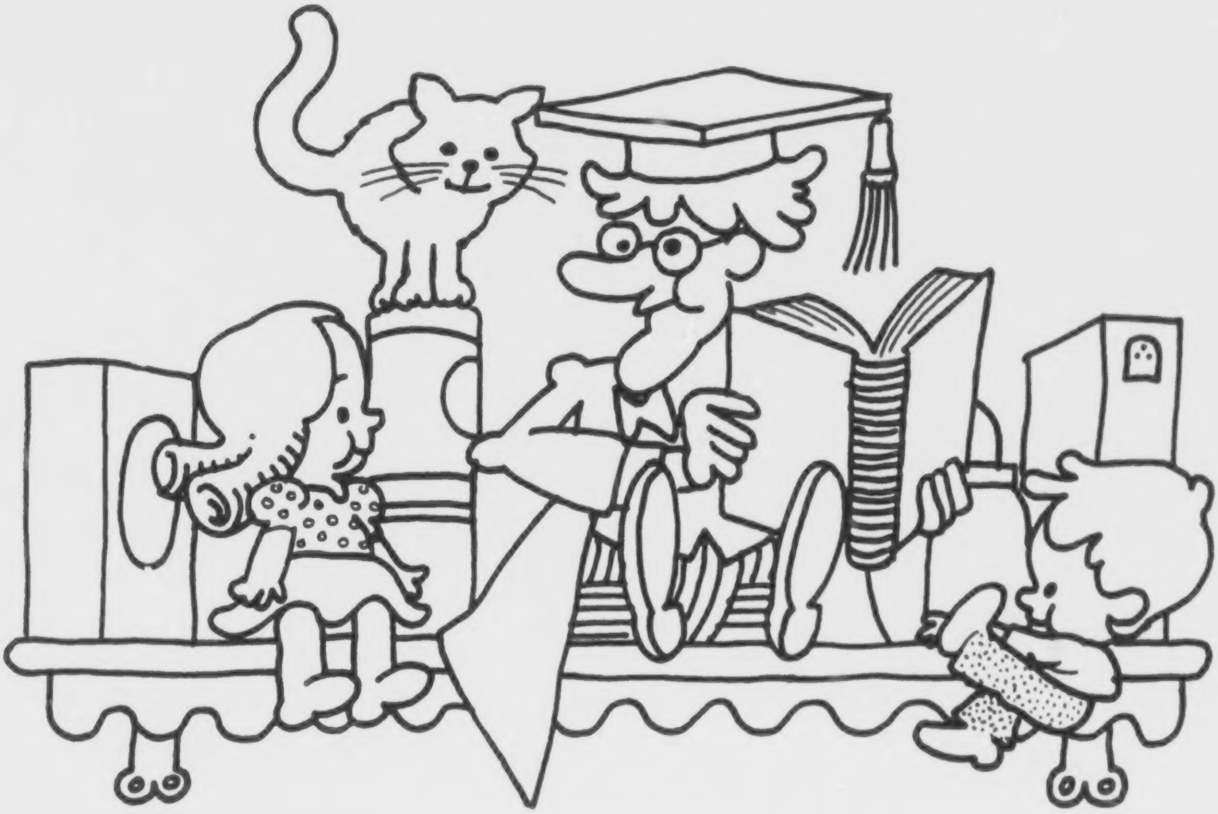
"If I just had a hint
Where I've seen it in print,
Though I've thought and I've thought and I've thought.
I've done one and all
And I still can't recall
Where I read what I think I forgot."

"But Professor—," we said, and before we were through
He'd motioned for quiet and vanished from view.



We followed, of course, at his rapid pace,
Waking Cleo the cat who joined in the chase.
As we came to the kitchen, there on the floor
Were our pots and our pans and our dishes galore.
Cleo sprang to the cupboard with all four paws speeding.
She climbed to the top where Eckwoose sat reading.



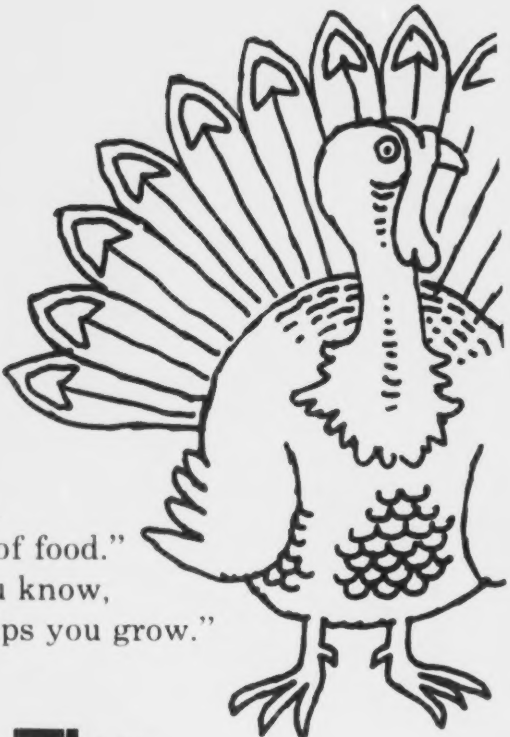


"How clever," said he,
Tickled with glee,
'How clever I am!
For behind the jam
I found this book that I sought.
It's what I need
In which to read
The thing that I think I forgot.
So don't look around,
I've no time to come down—
Though I really don't wish to seem rude.
Please climb up yourself
To this very top shelf,
And I'll read to you all about food."

"Ah ha! here's the fun
On page number one—
A rhyme that you really should know.
If you seriously start
To learn this by heart
You'll remember it after I go:

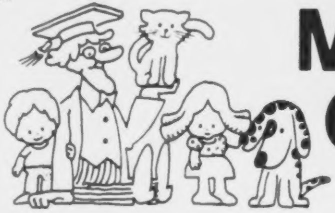
"'If you're going to be smart, be clever or shrewd,
Be sure to know there are four groups of food.'"

The Meat Group

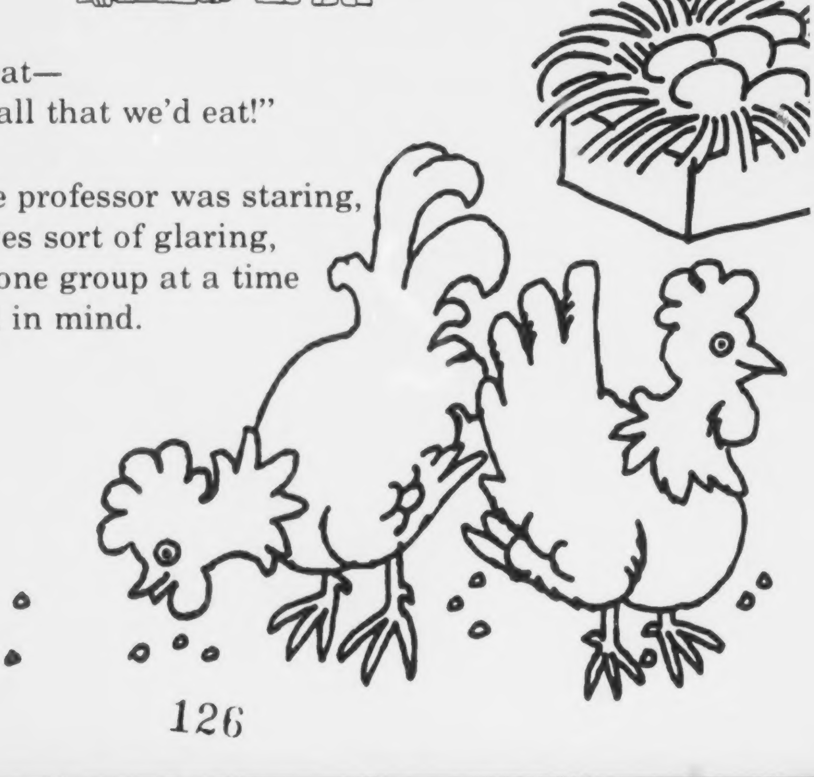


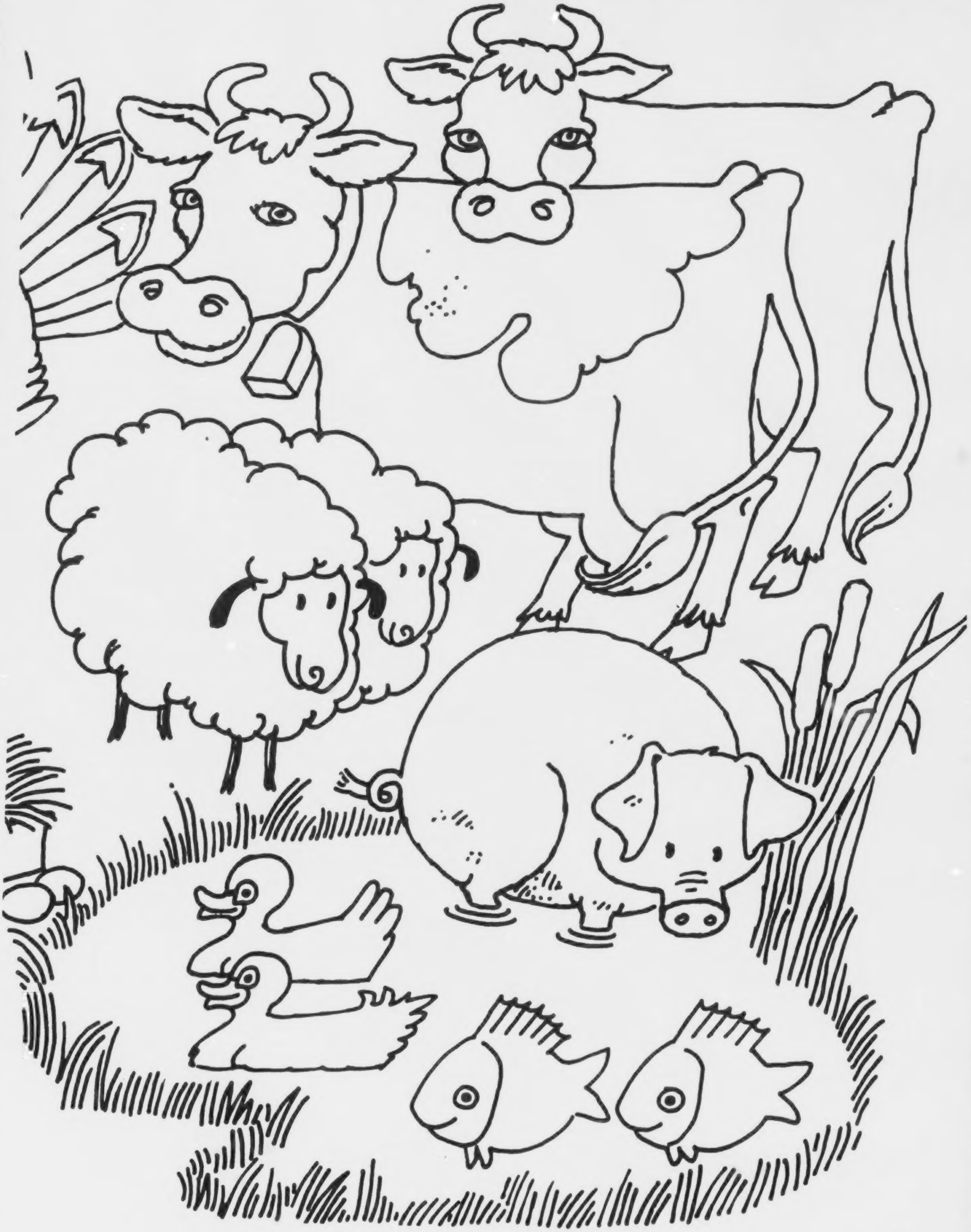
He turned the page while stroking his jaw,
And a beautiful farm was the picture we saw
With a cow and a pig and a hen and her brood.
And beneath it said, "MEAT is the first group of food."
He winked and he blinked as he said, "And you know,
The MEAT GROUP's important, for MEAT helps you grow."

"What if—," we said,
As he turned his head,
"—If we'd eat nothing but MEAT.
Eat burgers and franks
And juicy lamb shanks
And big turkey legs.
The MEAT GROUP has eggs
And peanut butter too.
Yes, that's quite true.
Oh! Such a great tasting treat—
If the MEAT GROUP were all that we'd eat!"

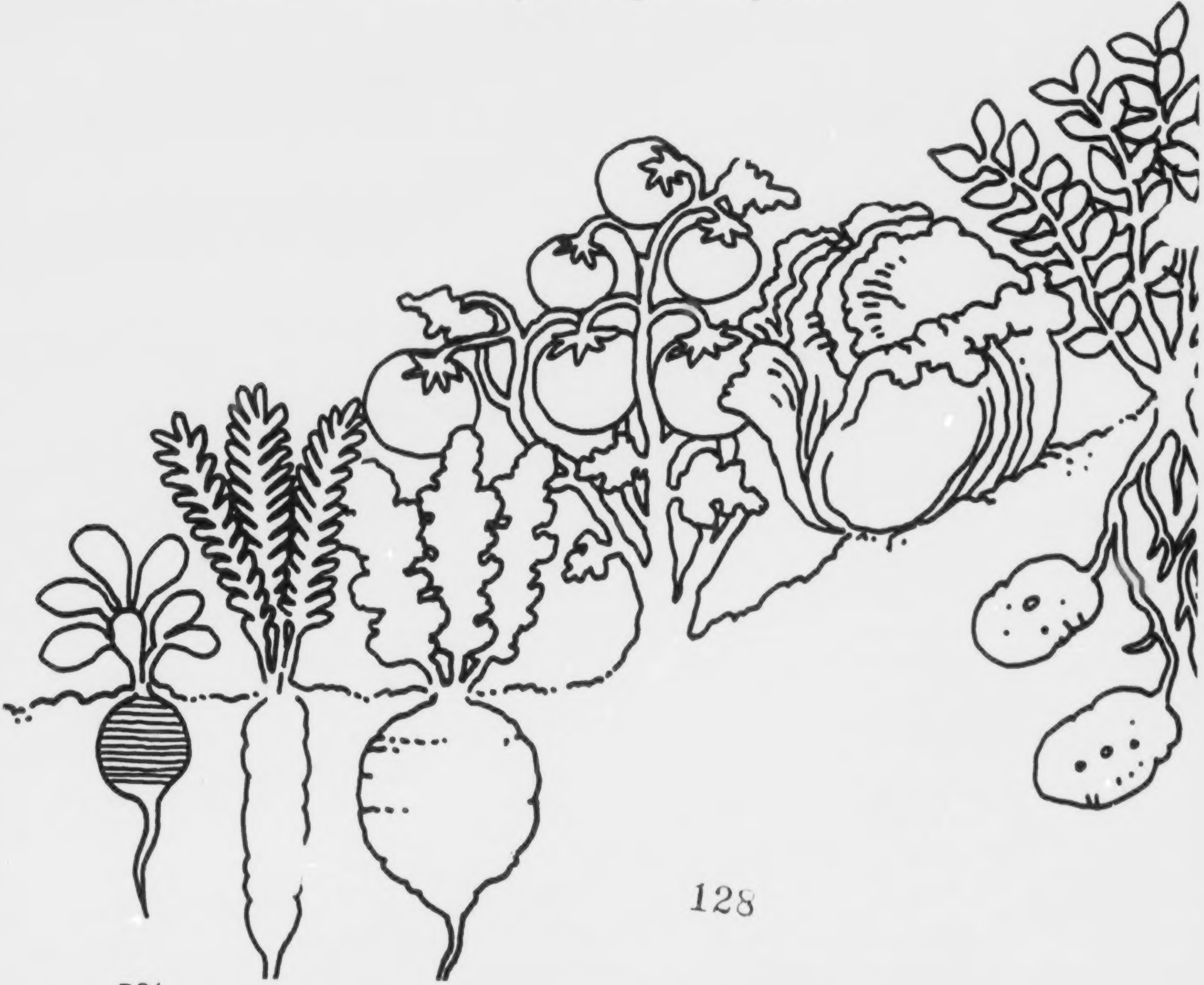


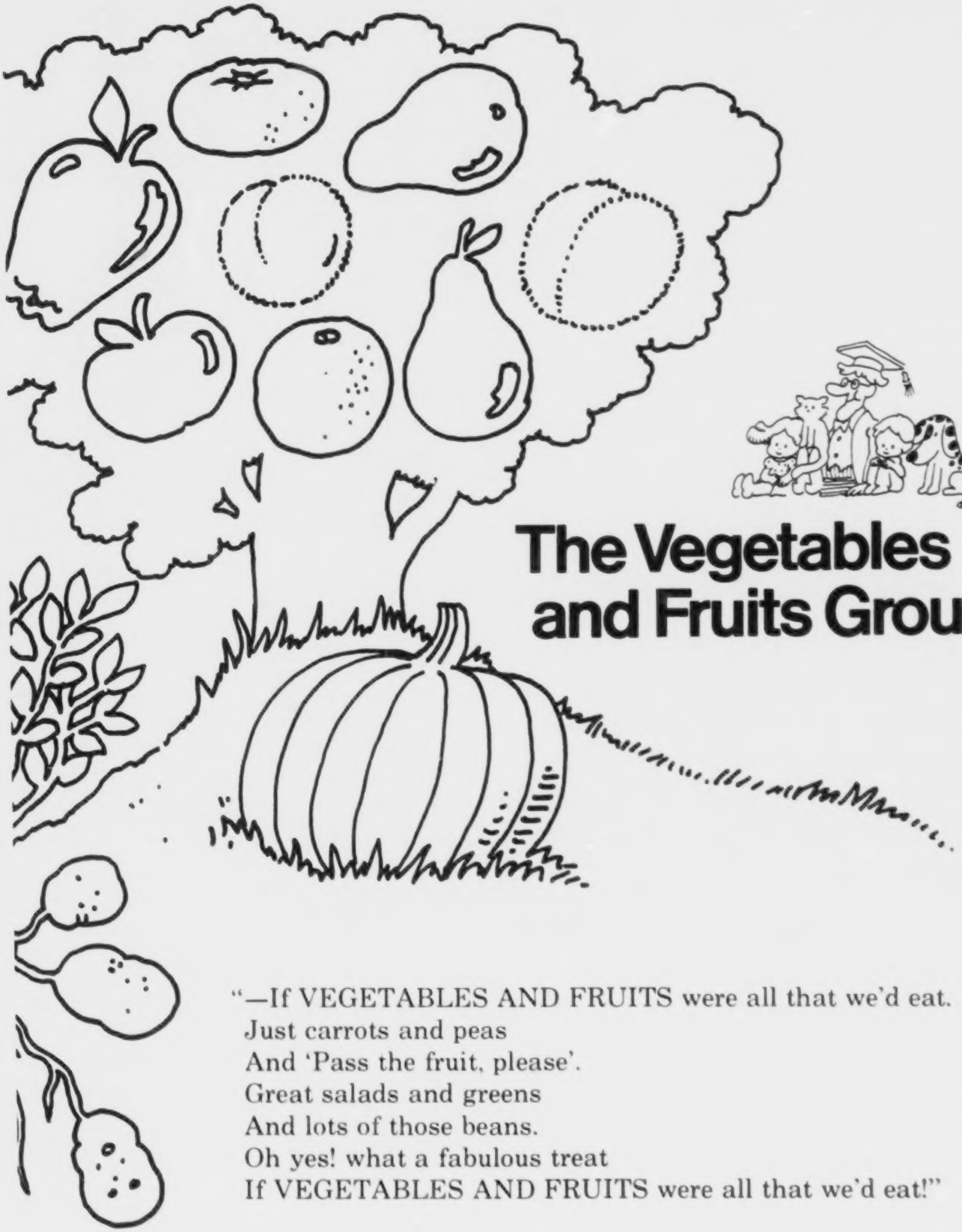
We could tell by the way the professor was staring,
Wrinkling his mouth, his eyes sort of glaring,
That eating the foods from one group at a time
Wasn't exactly what he had in mind.





Next was a garden with lovely things growing.
The farmer was weeding, his wife busy hoeing.
The apples were hanging in trees where they grow.
On the ground were some pumpkins and corn in a row.
And potatoes in soil, growing as roots.
Said he, "Group Two is VEGETABLES AND FRUITS."
He added quite quickly, he sounded so wise:
"They're good for your skin, and good for your eyes."
It all looked so good and so simply delicious!
"What if—" we said loudly, as he grew suspicious.



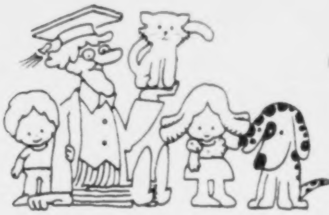


The Vegetables and Fruits Group

"—If VEGETABLES AND FRUITS were all that we'd eat.
Just carrots and peas
And 'Pass the fruit, please'.
Great salads and greens
And lots of those beans.
Oh yes! what a fabulous treat
If VEGETABLES AND FRUITS were all that we'd eat!"

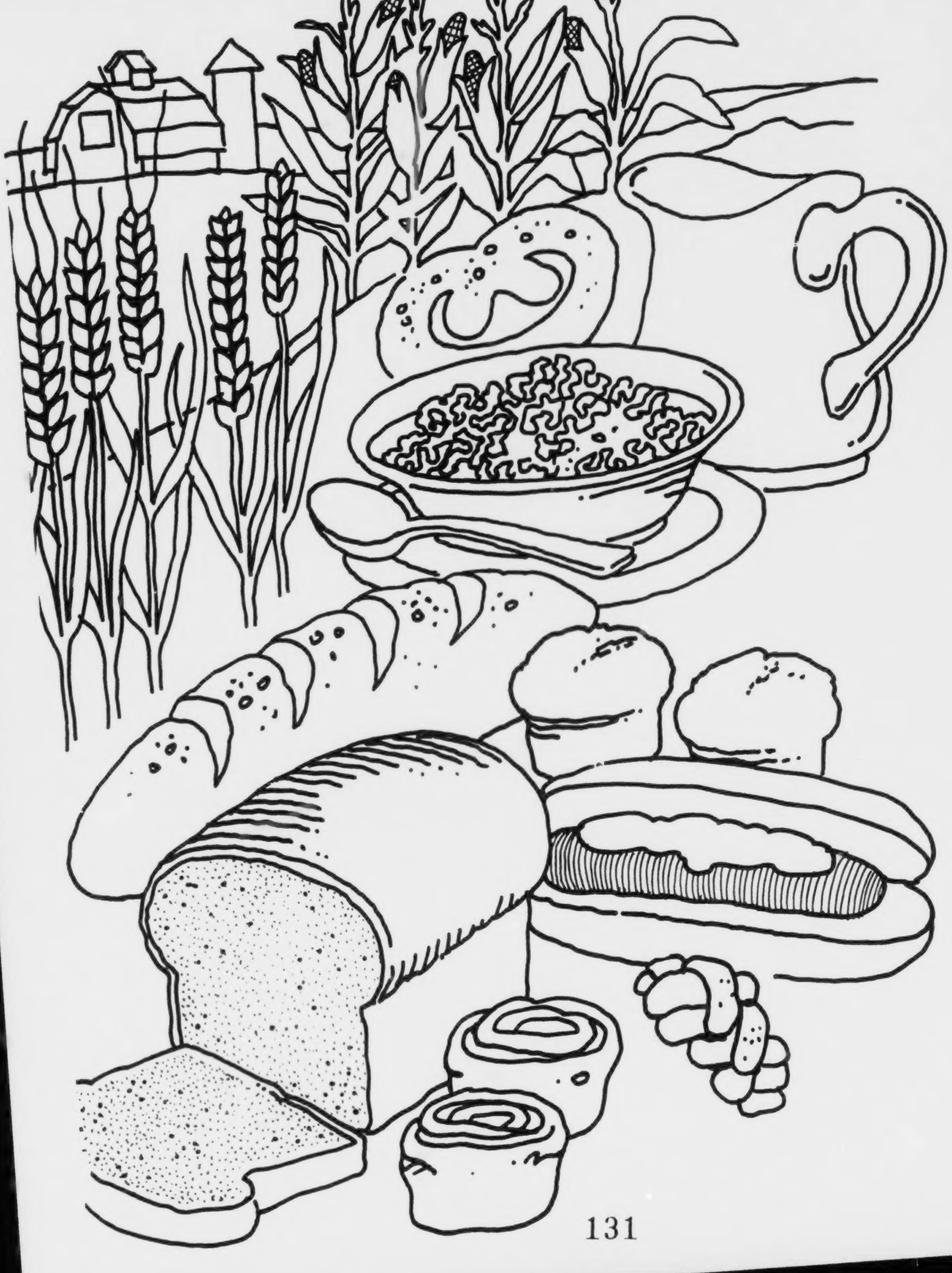
Now, on the next page in big print it said:
"The third of the food groups is CEREALS AND BREADS."
And then Eckwoose added so that we'd know:
"This group gives you energy—gives you get-up-and-go."
And he showed us a picture of great things to eat,
Of beautiful fields of corn, oats and wheat.
And there in the kitchen inside the house,
Baking fresh bread, was the farmer's young spouse.
Beside her were good things which all come from grain,
Cereals and sweet rolls and breads, rye and plain.
They all looked so tempting, we couldn't help ourselves,
"What if—" we said meekly, on that very top shelf,

"—If we'd only eat CEREALS AND BREADS!
Oh just think of the fun
With a fresh hotdog bun
And breads of all sorts
And pastries and tortes
And corn or wheatflakes
And pretzels and cakes!
No, it's as plain as the hair on your head,
We'll eat nothing but CEREALS AND BREADS."



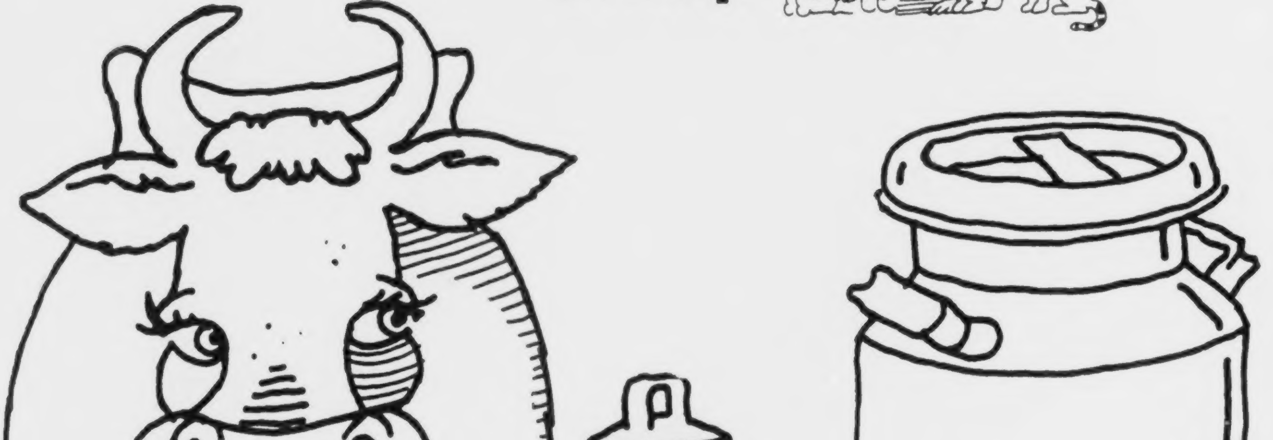
The Cereals and Breads Group

Now we were sure that we'd said something wrong.
We knew it right off—it didn't take long.
He mumbled. He grumbled. He trembled with rage.
But with a faint little "Humph!" he just turned the page.



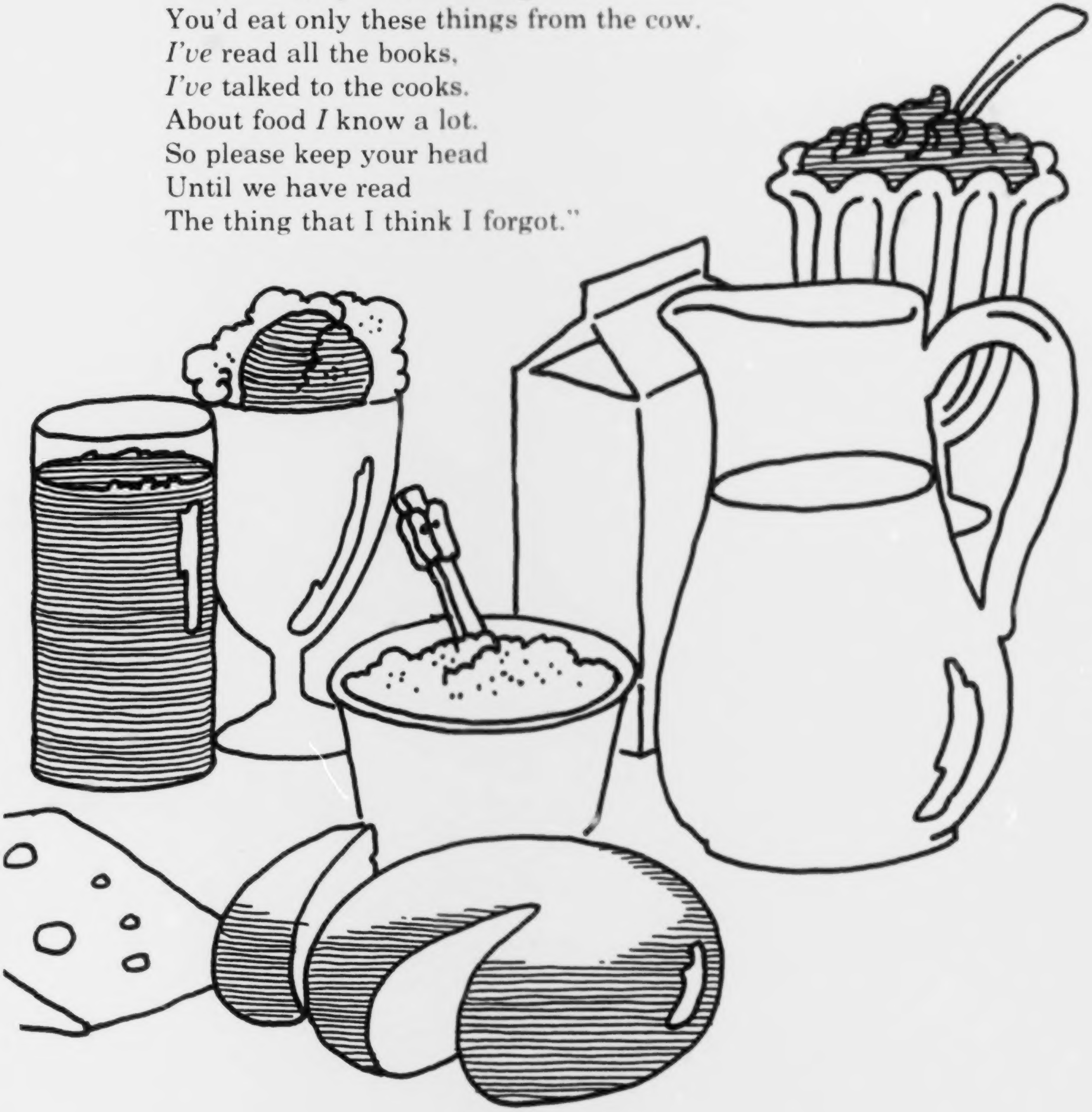
And oh, what a picture came into view!
A milkhouse of goodies and a cow outside too.
There were cheeses and fresh milk and ice cream by the scoop
Said he oh-so-proudly, “MILK’s the last group.’
He read from the fine print down underneath:
“‘MILK gives you strong bones and fine healthy teeth.’”

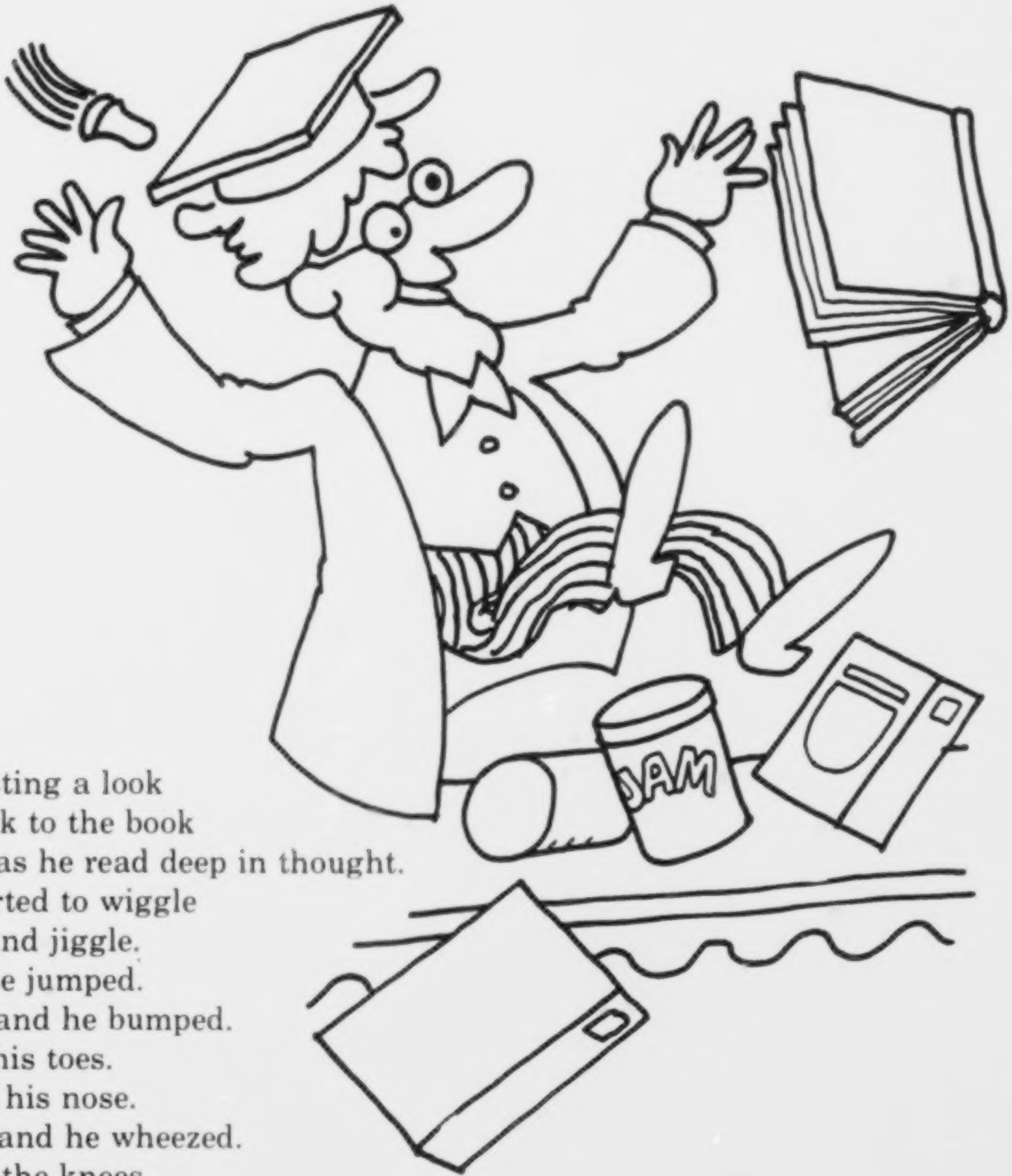
The Milk Group



The pictures made us so hungry—they were a beautiful sight.
We could have eaten them all, every last bite.
"What if—" we blurted. But oh, what we'd said!
We saw the professor was turning quite red.

"Halt! Stop! Enough!"
His voice was quite gruff.
"I know what you're thinking now.
You'd eat only these things from the cow.
I've read all the books,
I've talked to the cooks.
About food *I* know a lot.
So please keep your head
Until we have read
The thing that I think I forgot."

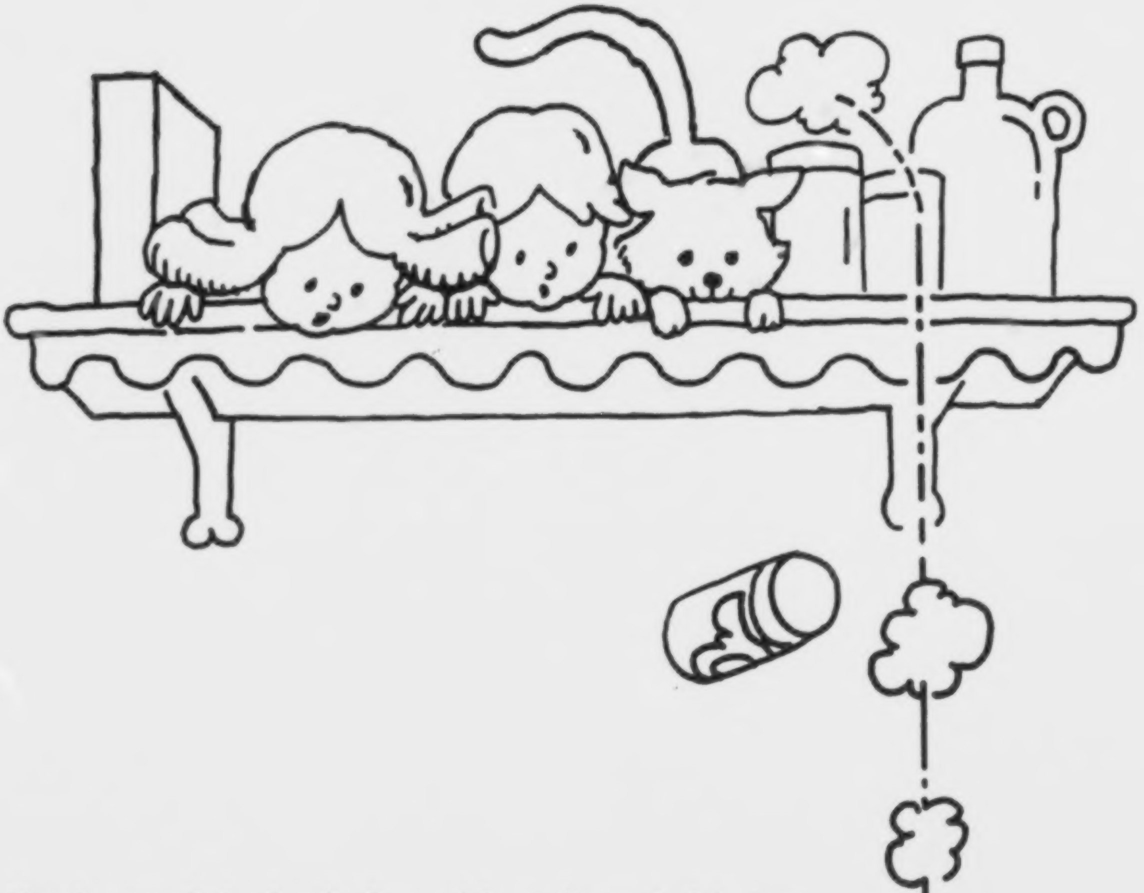




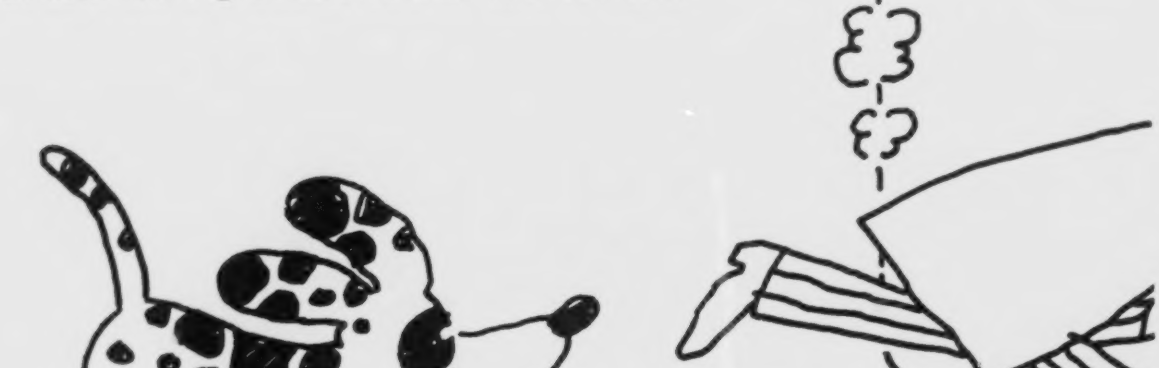
Without wasting a look
He went back to the book
And sighed as he read deep in thought.
Then he started to wiggle
And riggle and jiggle.
He jostled, he jumped.
He humped and he bumped.
He wiggled his toes.
He wrinkled his nose.
He coughed and he wheezed.
He shook in the knees.
He'd read what he thought he forgot!

He said with a shriek,
"I've found what I seek!
It's here in this very last part.
It'll mean more to you
If you do as I do
And learn these lines also by heart:

"'To have healthy bodies for work, sleep or play
Eat many good foods from four groups, every day.'"



He slammed the book shut with a gleam in his eye.
With a grin on his face, he straightened his tie.
He giggled, he cackled, so pleased with himself
And true to his form, he jumped down from the shelf.
And was gone so quickly out into the dark
That dear old dog Caesar had no time to bark.

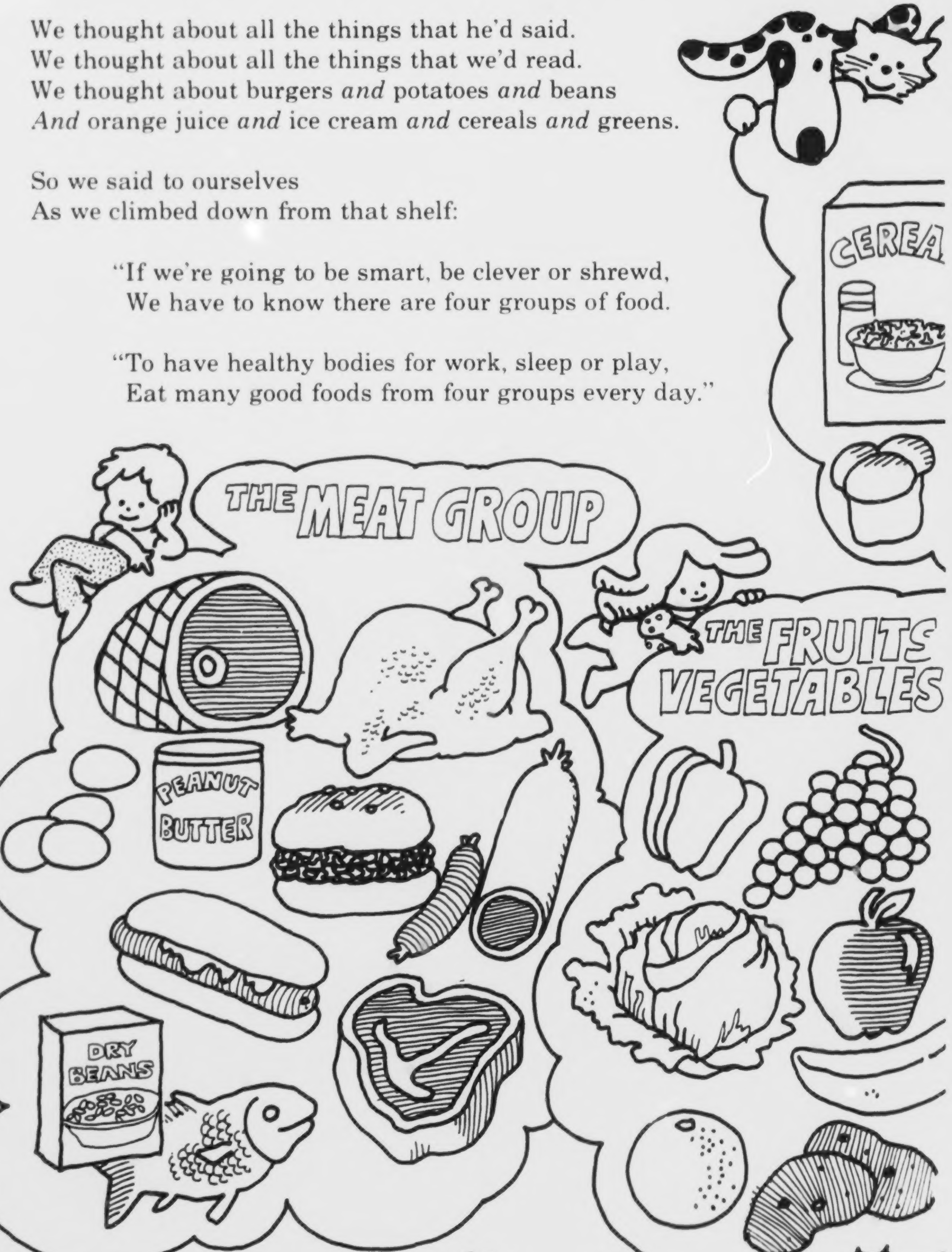


We thought about all the things that he'd said.
We thought about all the things that we'd read.
We thought about burgers *and* potatoes *and* beans
And orange juice *and* ice cream *and* cereals *and* greens.

So we said to ourselves
As we climbed down from that shelf:

"If we're going to be smart, be clever or shrewd,
We have to know there are four groups of food.

"To have healthy bodies for work, sleep or play,
Eat many good foods from four groups every day."


CEREA
THE MEAT GROUP
THE FRUITS
VEGETABLES
PEANUT BUTTER
DRY BEANS

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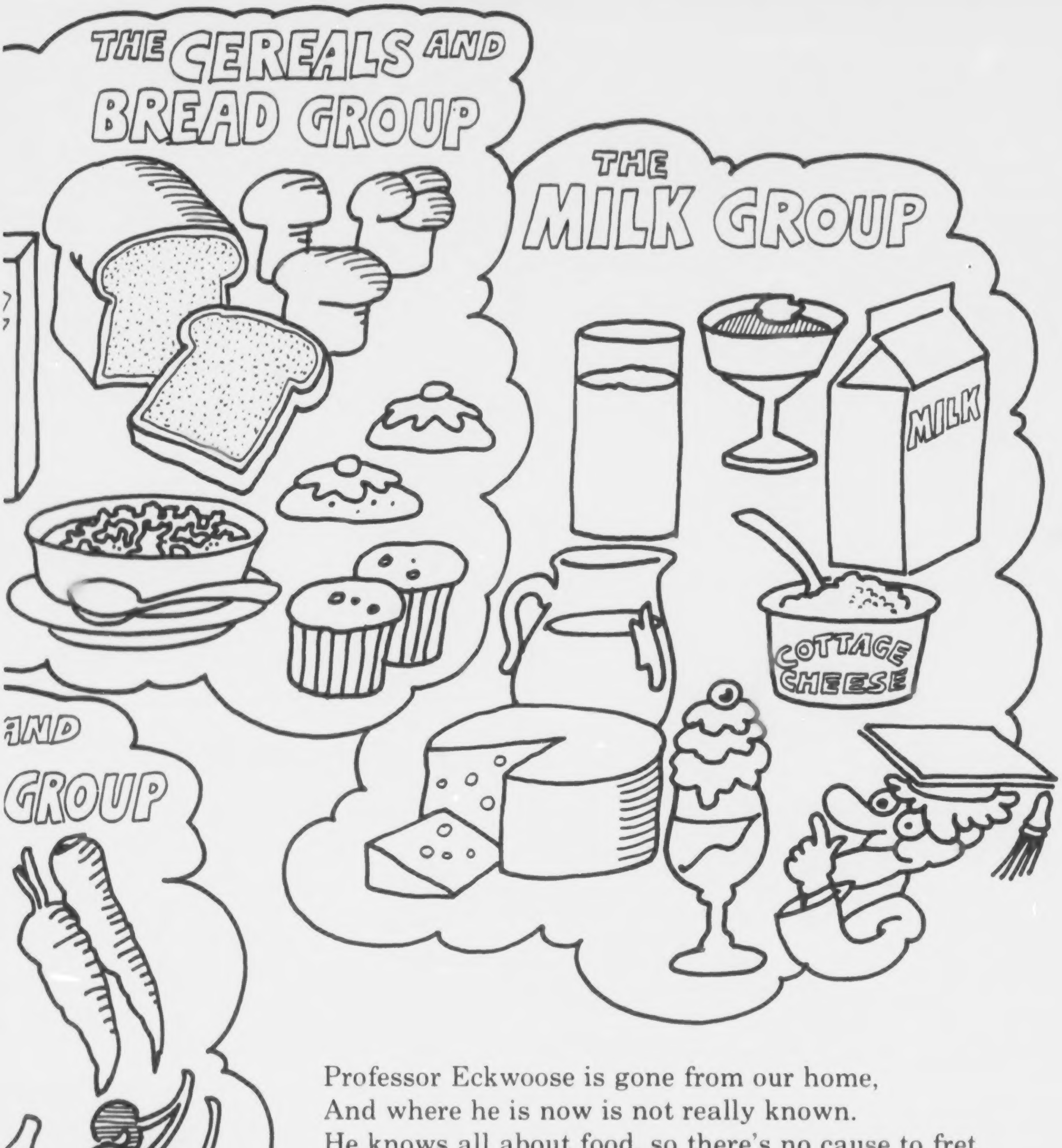
THE CEREALS AND BREAD GROUP
THE MILK GROUP
MILK
COTTAGE CHEESE
AND
GROUP

Professor Eckwoose is gone from our home,
And where he is now is not really known.
He knows all about food, so there's no cause to fret
Unless by some chance, he again should forget.
And then just maybe, could possibly come true,
That the dear old professor would visit you too.

If the jam's on your top shelf, keep this book behind it,
So Oonoose Q. Eckwoose will know where to find it.

NOTES

NOTES

Section E

SING ABOUT NUTRITION

SONGS:

Breakfast Song E12
Everybody's Body .... E 4
Fad Foods and Quick Diets .... E 5
Four-Four-Three-Two .... E 2
Good Lunch Song E12
Good Nutrition .... E 1
Goulash, Garbanza Beans & Guacamole .... E 7
It's Up To You E11
Maggie & Me .... E 3
Mulligan Stew Theme .... E 8
Nutritious Words to Familiar Tunes E14
Share a Snack With a Friend E10
The Little Lamb's Nutrition Song E13
Tomorrow .... E 9
You Gotta Eat Breakfast .... E 3
You Gotta Eat Right .... E 6

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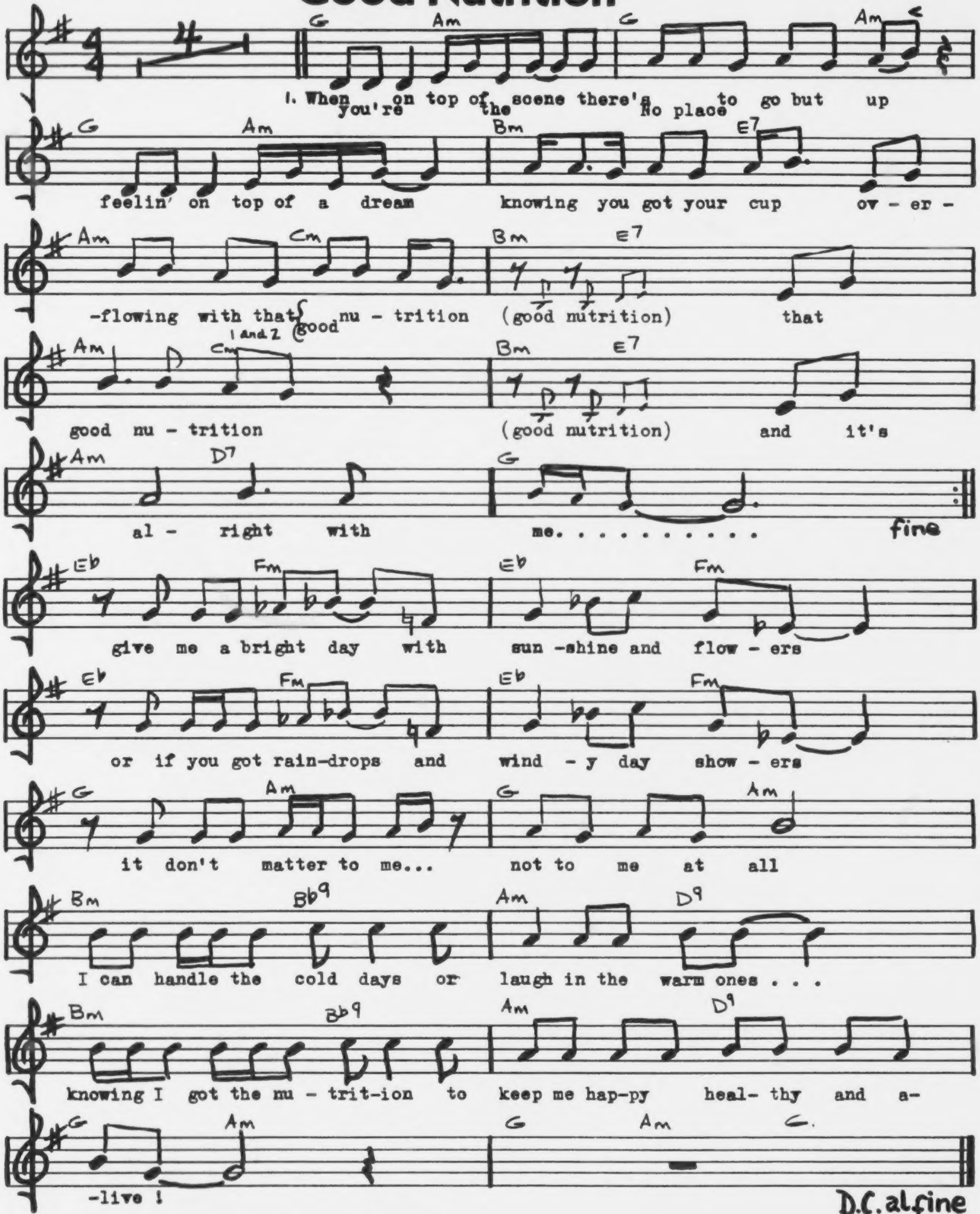
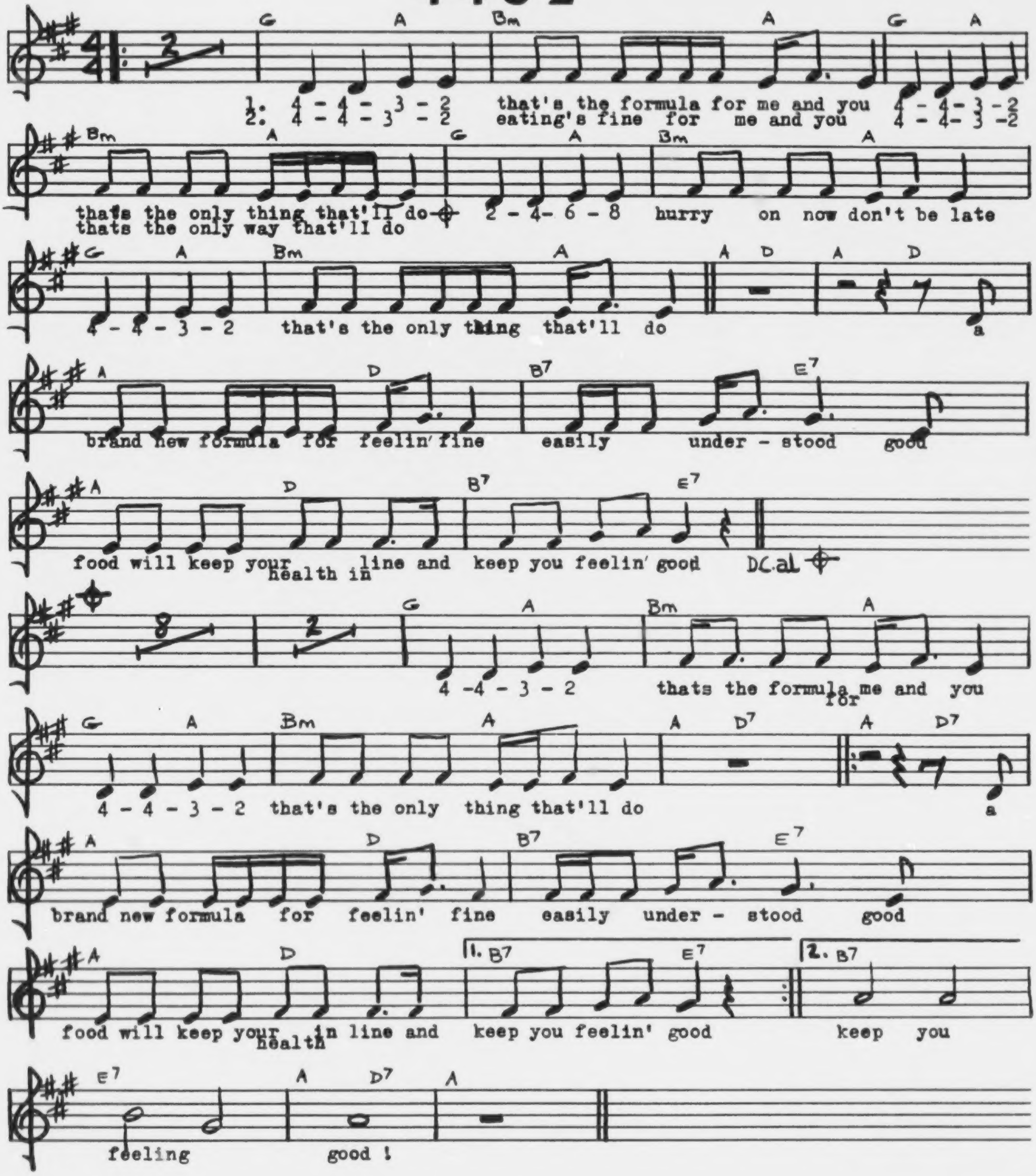
Good Nutrition

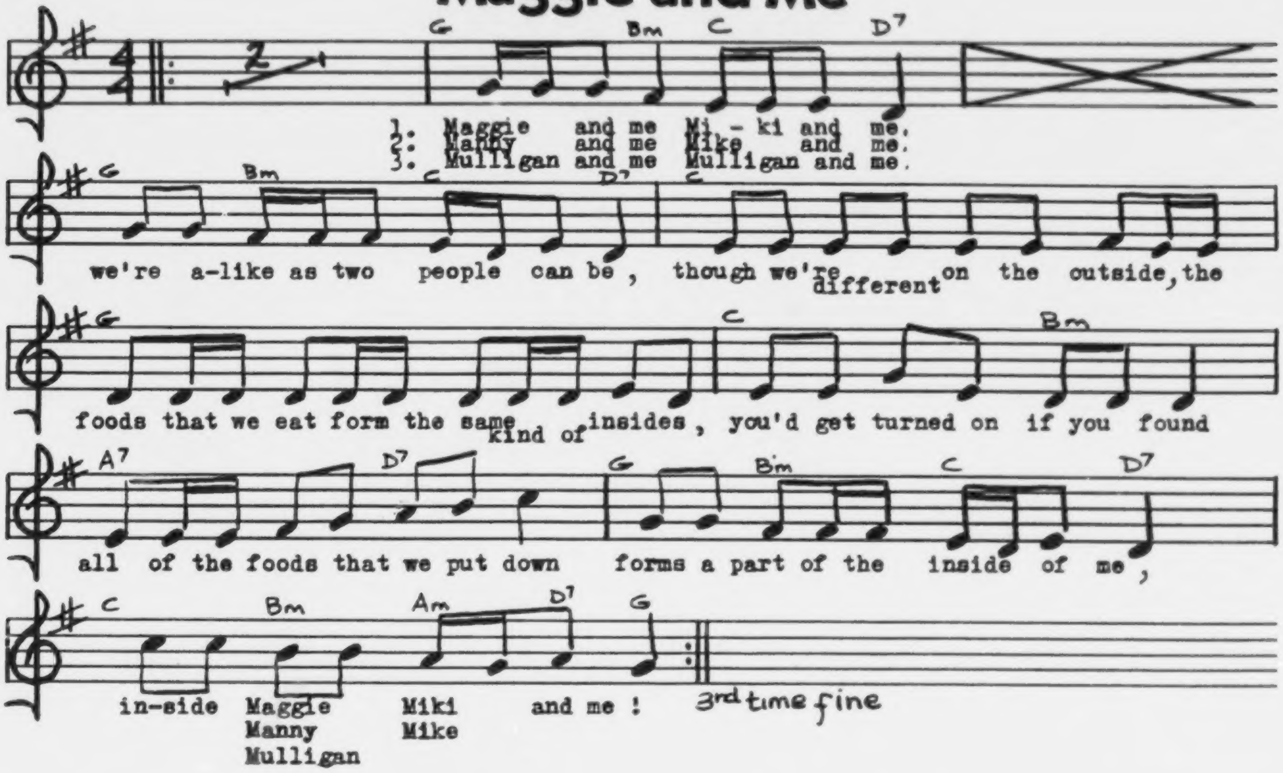

G Am G Am
1. When you're on top of the scene there's No place to go but up
G Am Bm E7
feelin' on top of a dream knowing you got your cup over-
Am Cm Bm E7
-flowing with that good nutrition (good nutrition) that
1 and 2
Am Cm Bm E7
good nu-trition (good nutrition) and it's
Am D7 G
al-right with me. . . . .
fine
Eb Fm Eb Fm
give me a bright day with sun-shine and flow-ers
Eb Fm Eb Fm
or if you got rain-drops and wind-y day show-ers
G Am G Am
it don't matter to me... not to me at all
Bm Bb9 Am D9
I can handle the cold days or laugh in the warm ones . . .
Bm Bb9 Am D9
knowing I got the nu-trit-ion to keep me hap-py heal-thy and a-
G Am G Am G.
-live !
D.C. al fine

2. When you got love in your heart
there's nothing to do but smile
feelin' so cool and smart
knowing that all the while, you got

4-4-3-2

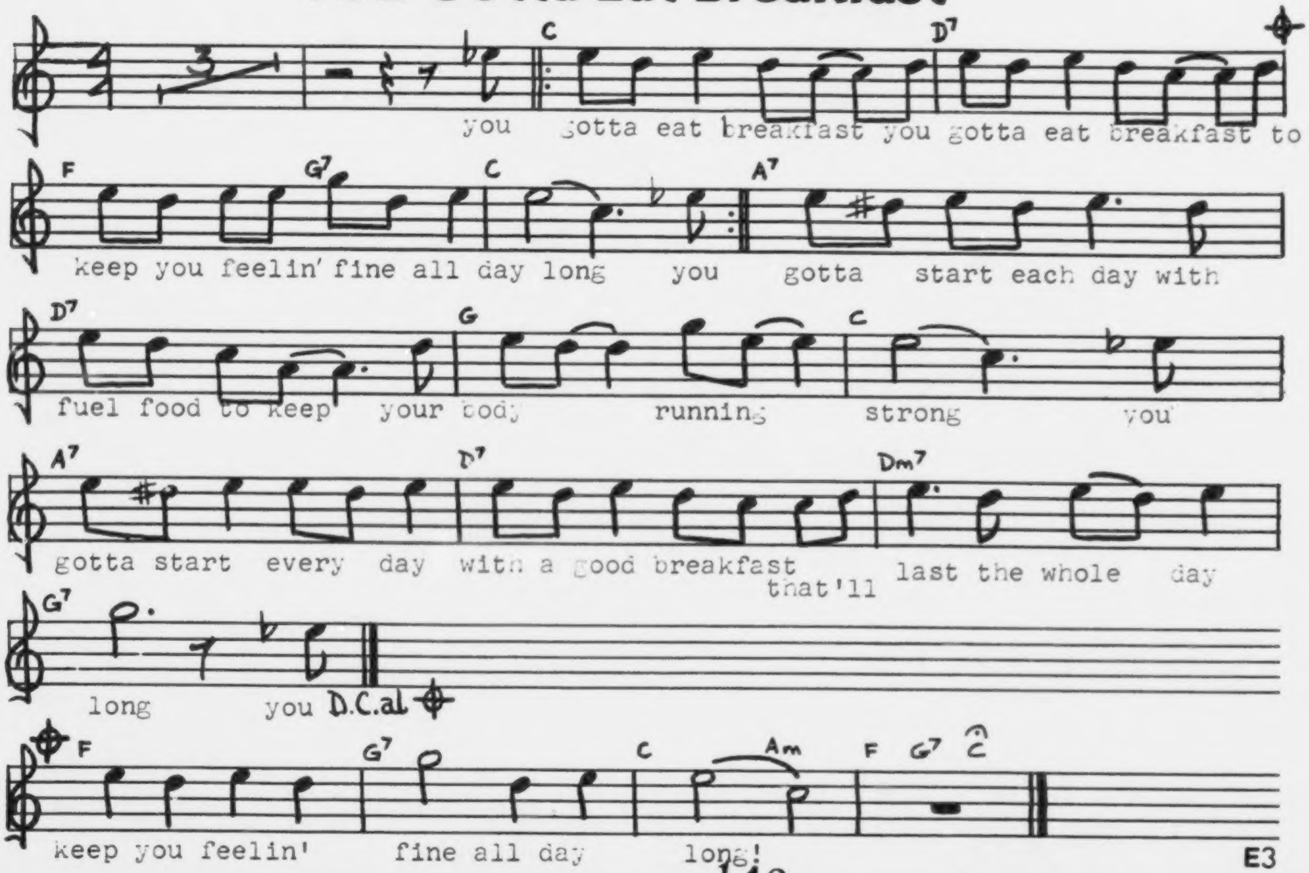

G A Bm A G A
1. 4 - 4 - 3 - 2 that's the formula for me and you 4 - 4 - 3 - 2
2. 4 - 4 - 3 - 2 eating's fine for me and you 4 - 4 - 3 - 2
Bm A G A Bm A
thats the only thing that'll do 2 - 4 - 6 - 8 hurry on now don't be late
thats the only way that'll do
G A Bm A A D A D
4 - 4 - 3 - 2 that's the only thing that'll do a
A D B7 E7
brand new formula for feelin' fine easily under - stood good
A D B7 E7
food will keep your health in line and keep you feelin' good
D.C. al
G A Bm A
4 -4 - 3 - 2 thats the formula for me and you
G A Bm A A D7 A D7
4 - 4 - 3 - 2 that's the only thing that'll do a
A D B7 E7
brand new formula for feelin' fine easily under - stood good
A D 1. B7 E7 2. B7
food will keep your health in line and keep you feelin' good keep you
E7 A D7 A
feeling good !

Maggie and Me



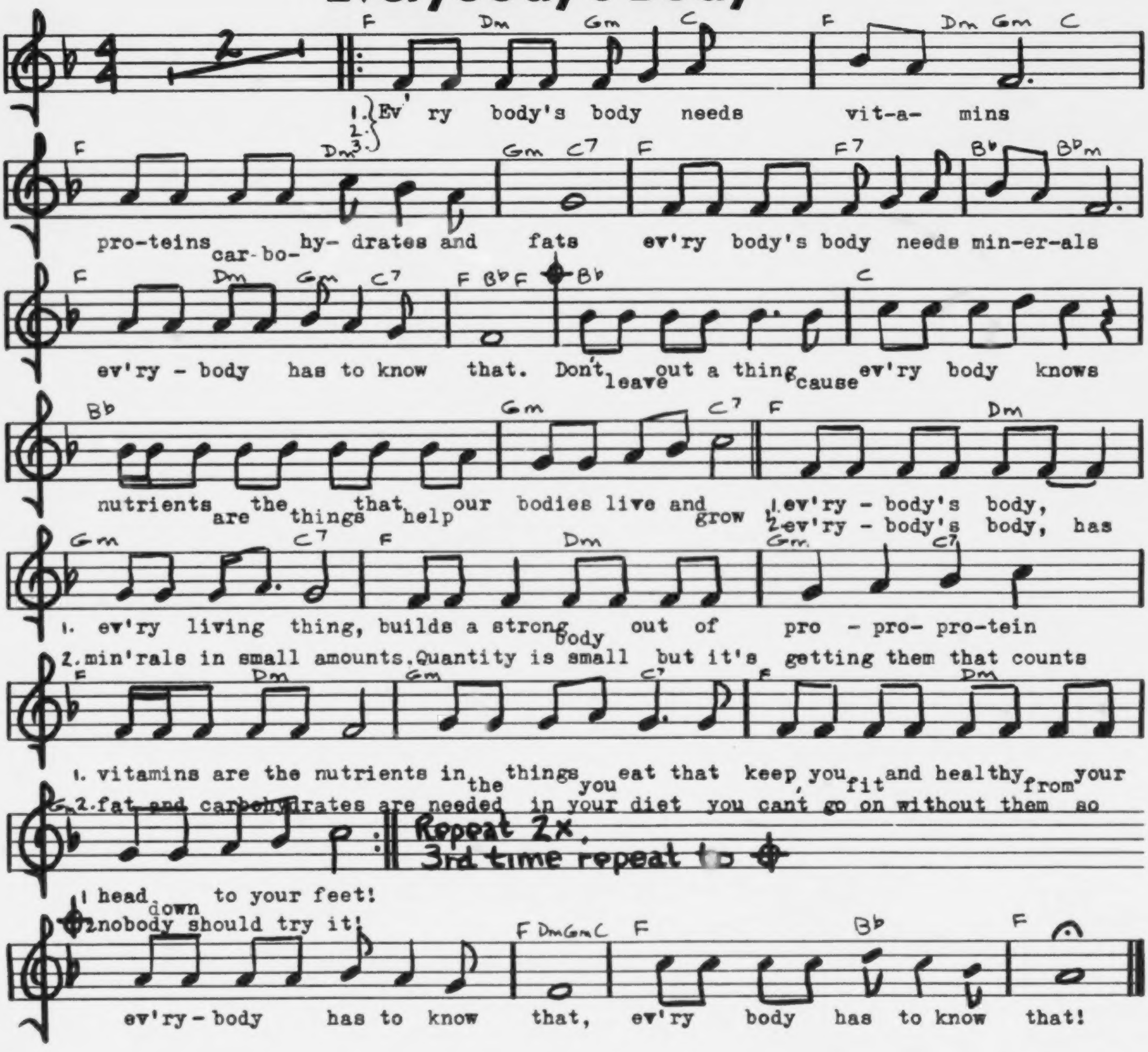
1. Maggie and me Mi - ki and me,
2. Manny and me Mike and me.
3. Mulligan and me Mulligan and me.
we're a-like as two people can be, though we're different on the outside, the
foods that we eat form the same kind of insides, you'd get turned on if you found
all of the foods that we put down forms a part of the inside of me,
in-side Maggie Miki and me!
Manny Mike
Mulligan
3rd time fine

You Gotta Eat Breakfast

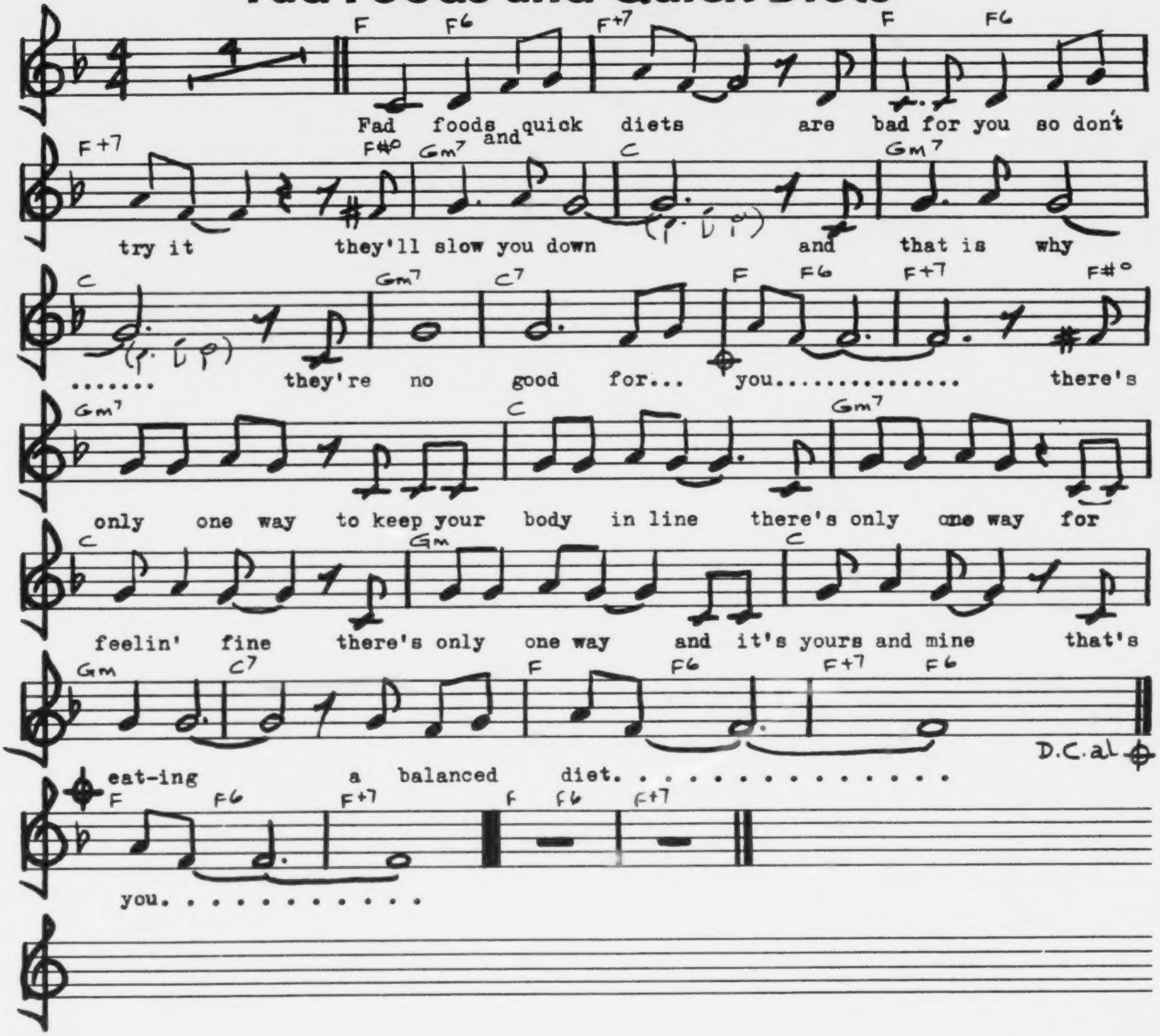


you gotta eat breakfast you gotta eat breakfast to
keep you feelin' fine all day long you gotta start each day with
fuel food to keep your body running strong you
gotta start every day with a good breakfast that'll last the whole day
long you
D.C. al ⊕
keep you feelin' fine all day long!

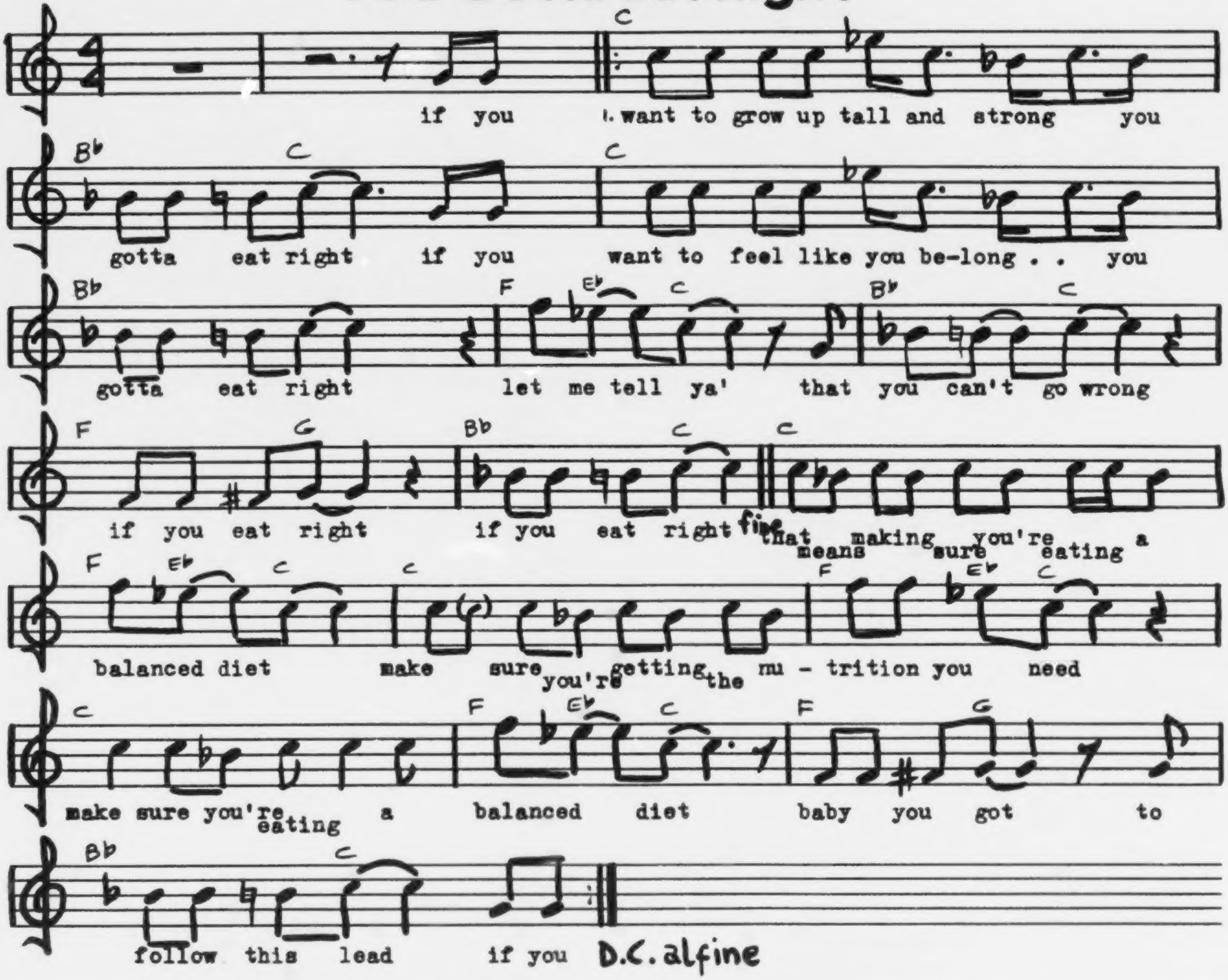
Everybody's Body


1. 2. 3. Ev'ry body's body needs vit-a- mins
pro-teins car-bo- hy- drates and fats ev'ry body's body needs min-er-als
ev'ry - body has to know that. Don't leave out a thing cause ev'ry body knows
nutrients are the things that help our bodies live and grow
1. ev'ry - body's body,
2. ev'ry - body's body, has
1. ev'ry living thing, builds a strong body out of pro - pro- pro-tein
2. min'rals in small amounts. Quantity is small but it's getting them that counts
1. vitamins are the nutrients in the things you eat that keep you fit and healthy from your
2. fat and carbohydrates are needed in your diet you can't go on without them so
Repeat 2x.
3rd time repeat to
1 head down to your feet!
2 nobody should try it!
ev'ry-body has to know that, ev'ry body has to know that!

Fad Foods and Quick Diets


F F6 F+7 F F6
Fad foods and quick diets are bad for you so don't
F+7 F#° Gm7 C Gm7
try it they'll slow you down and that is why
C Gm7 C7 F F6 F+7 F#°
.... they're no good for... you............... there's
Gm7 C Gm7
only one way to keep your body in line there's only one way for
C Gm C
feelin' fine there's only one way and it's yours and mine that's
Gm C7 F F6 F+7 F6
eat-ing a balanced diet. . . . .
D.C. al
F F6 F+7 F F6 F+7
you. . . . .

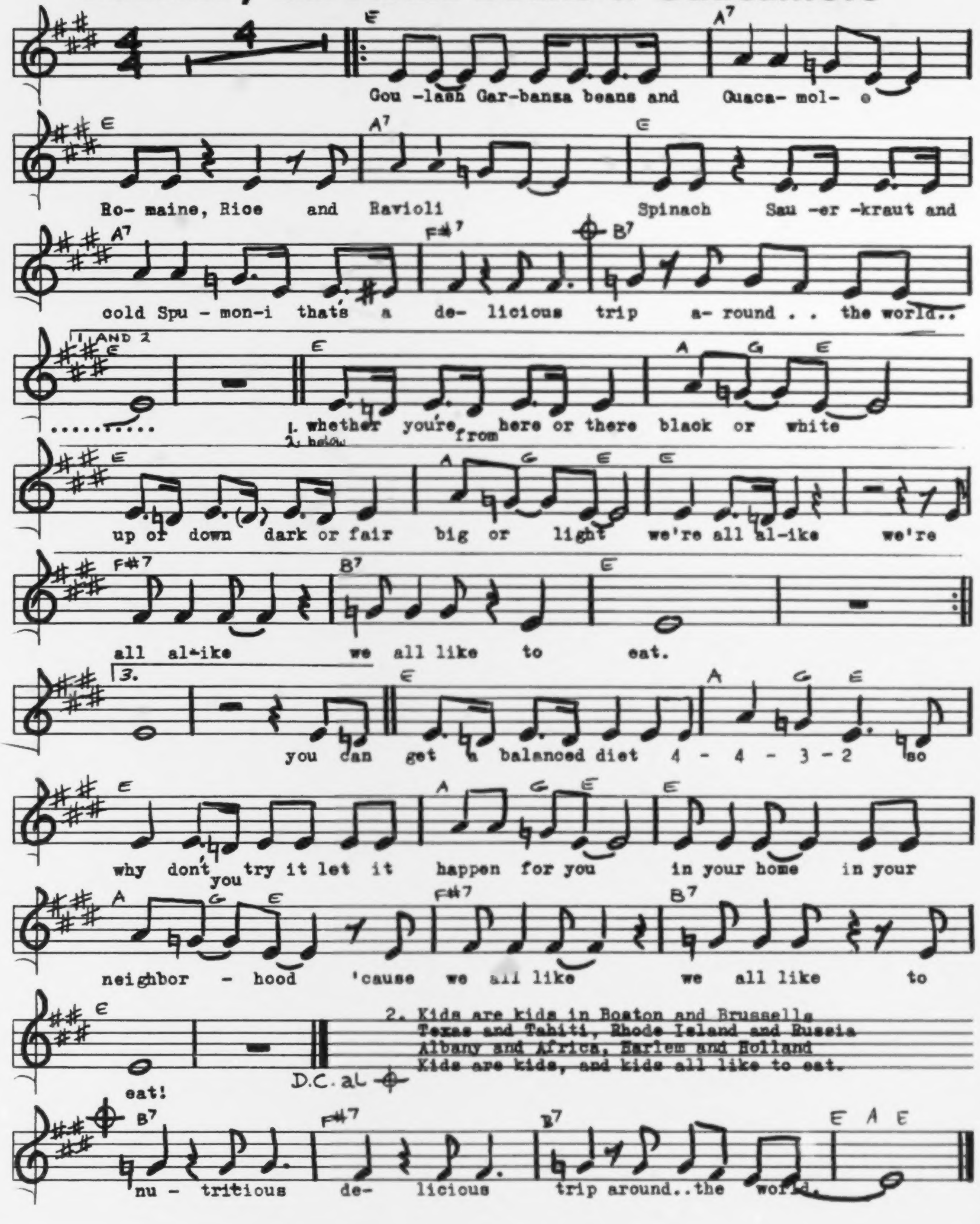
You Gotta Eat Right


C
if you 1. want to grow up tall and strong you
Bb C C
gotta eat right if you want to feel like you be-long . . you
Bb F Eb C Bb C
gotta eat right let me tell ya' that you can't go wrong
F G Bb C C
if you eat right if you eat right fine that means making sure you're eating a
F Eb C C F Eb C
balanced diet make sure you're getting the nu - trition you need
C F Eb C F G
make sure you're eating a balanced diet baby you got to
Bb C
follow this lead if you D.C. al fine

2 If you want to grow up looking fine, you gotta eat right
if you want to know the healthy sign, you gotta eat right
feeling good is yours and mine
if you eat right, if you eat right.

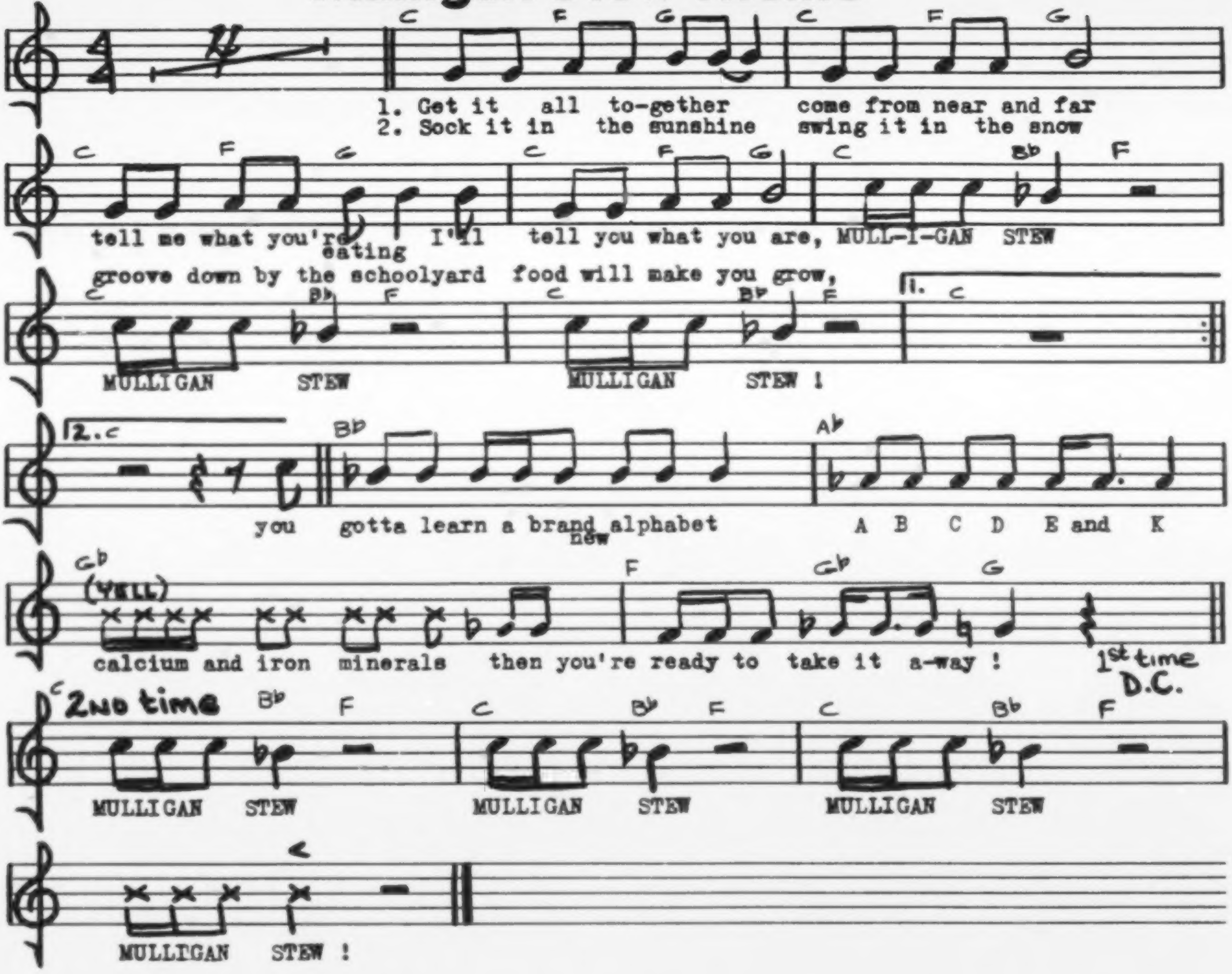
That means making sure you're getting vitamins
proteins, minerals, carbohydrates and fats
make sure you're eating a balanced diet
that's where it's at, baby, that's where it's at!

Goulash, Garbanza Beans & Guacamole


4/4
4
E
A7
Gou -lash Gar-banza beans and Guaca- mol- e
Ro- maine, Rice and Ravioli
Spinach Sau -er -kraut and
F#7
B7
cold Spu - mon-i that's a de- licious trip a- round . . the world..
1 AND 2
A G E
1. whether you're from here or there black or white
2. below
up or down dark or fair big or light we're all al-ike we're
all al-ike we all like to eat.
3.
you can get a balanced diet 4 - 4 - 3 - 2 so
why don't you try it let it happen for you in your home in your
neighbor - hood 'cause we all like we all like to
eat!
D.C. al
nu - tritious de- licious trip around..the world.

2. Kids are kids in Boston and Brussells
Texas and Tahiti, Rhode Island and Russia
Albany and Africa, Harlem and Holland
Kids are kids, and kids all like to eat.

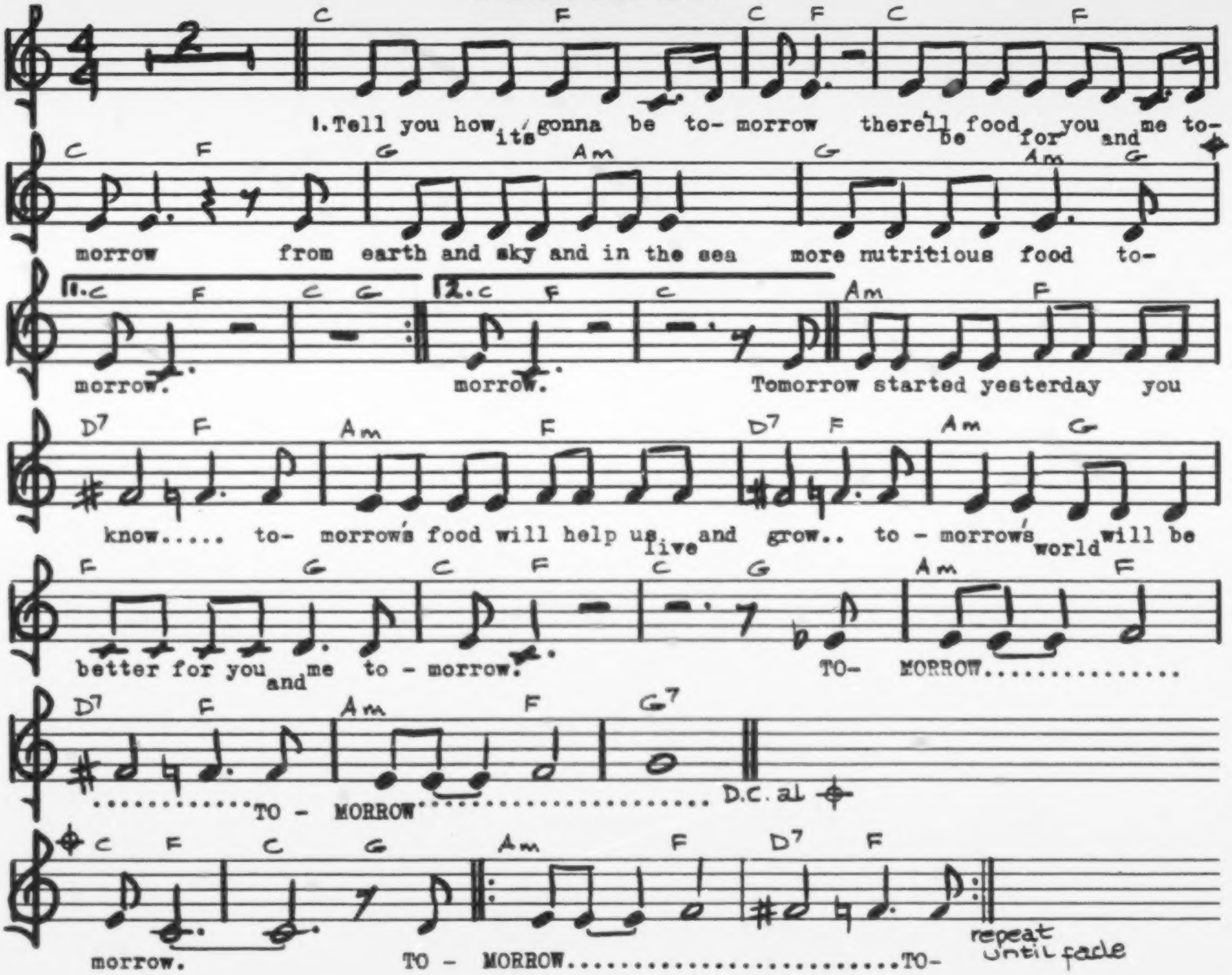
Mulligan Stew Theme


4/4
C
F
G
Bb
Ab
Gb
1. Get it all to-gether come from near and far
2. Sock it in the sunshine swing it in the snow
tell me what you're eating I'll tell you what you are, MULL-I-GAN STEW
groove down by the schoolyard food will make you grow,
MULLIGAN STEW
MULLIGAN STEW !
1.
2.
you gotta learn a brand new alphabet
A B C D E and K
(YELL)
calcium and iron minerals then you're ready to take it a-way !
1st time D.C.
2ND time
MULLIGAN STEW
MULLIGAN STEW
MULLIGAN STEW
MULLIGAN STEW !

3. You can be a strong man
look and feel fine
eat a balanced diet
go to the head of the line

4. Don't listen to that guy who says
vitamins are no good
you are made of skin and bone
he is made of wood

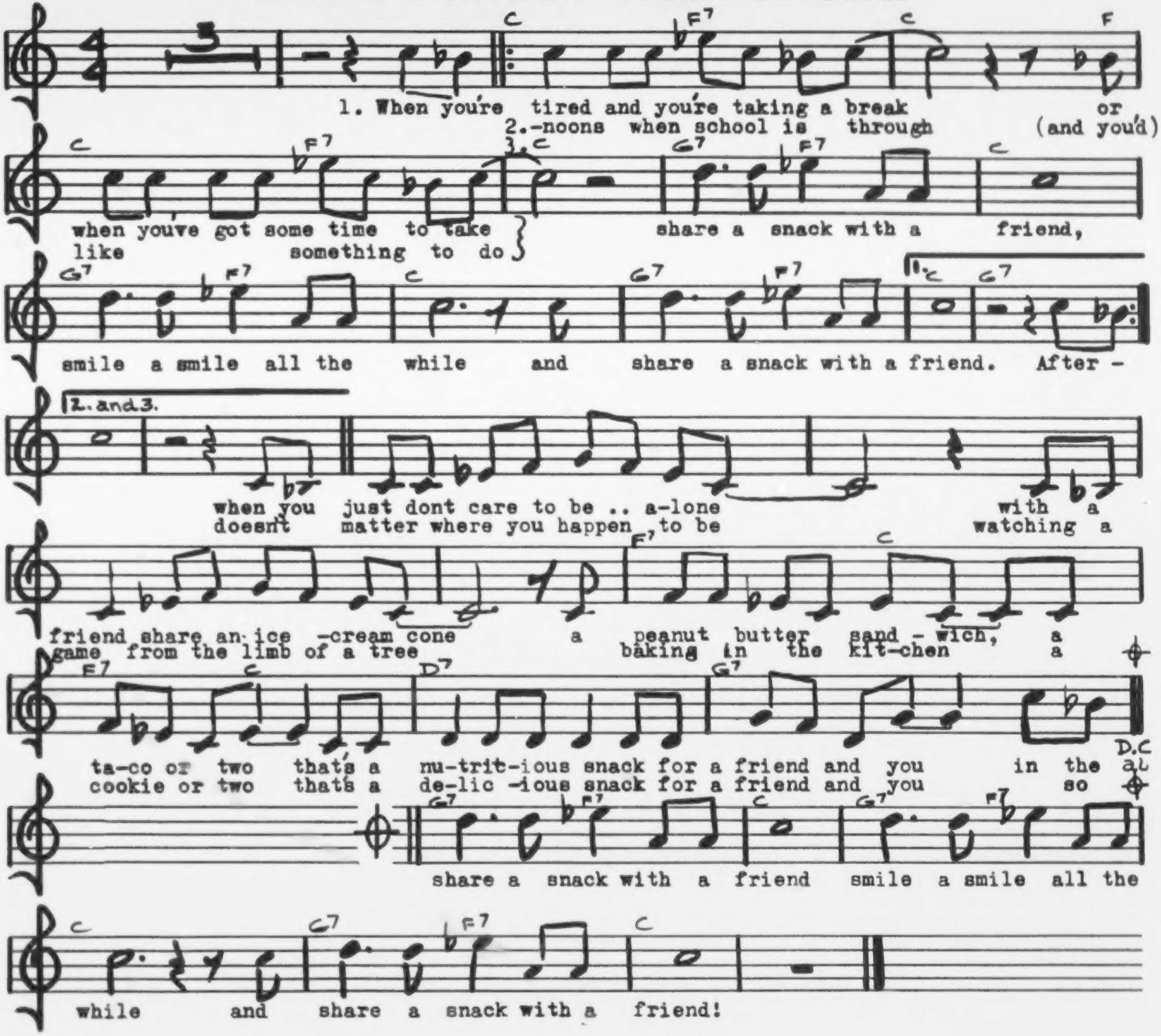
Tomorrow


1. Tell you how it's gonna be to- morrow there'll be food for you and me to-
morrow from earth and sky and in the sea more nutritious food to-
morrow. morrow. Tomorrow started yesterday you
know..... to- morrow's food will help us live and grow.. to - morrow's world will be
better for you and me to - morrow. TO- MORROW...............
............TO - MORROW..................... D.C. al
morrow. TO - MORROW.........................TO-
repeat until fade

2. We will find new forms of food tomorrow
freeze-dried, fresh-tasting foods tomorrow
packaged for your every mood, more nutritious food tomorrow

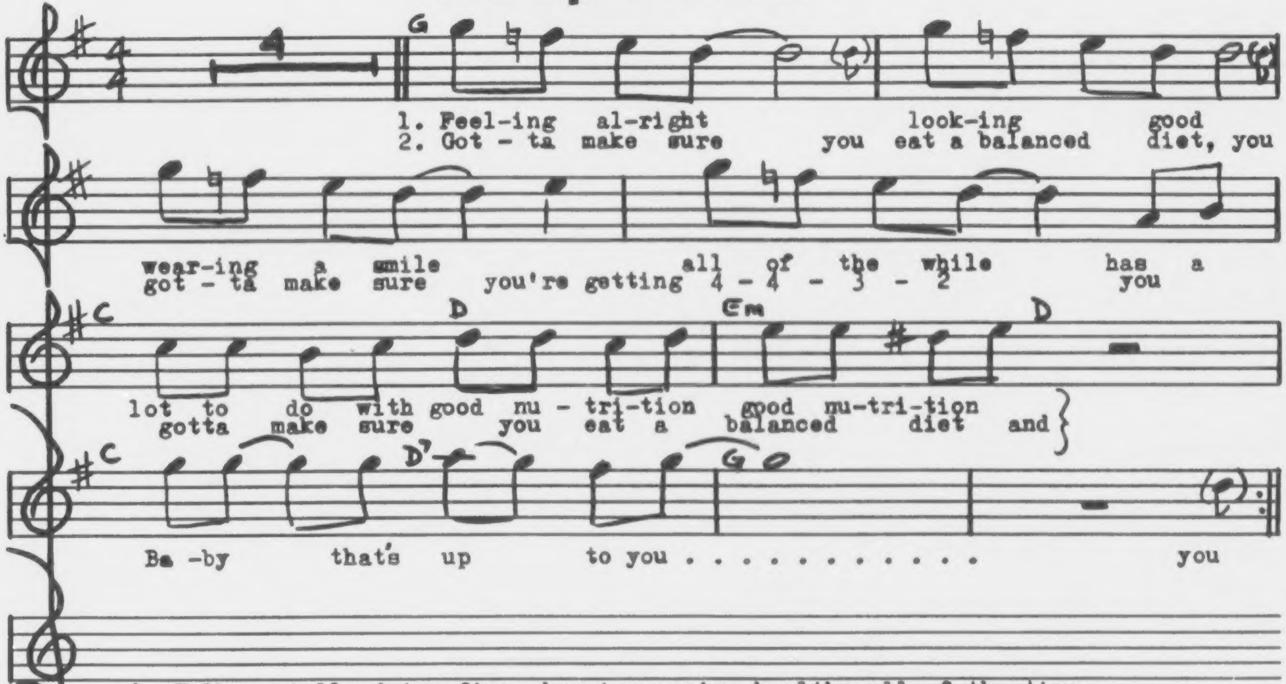
3. Feed the people better grains tomorrow
grown on deserts and plains tomorrow
delivered by faster trains and planes, more nutritious food tomorrow.

Share a Snack with a Friend


C F7 C F
1. When you're tired and you're taking a break or
2.-noons when school is through (and you'd)
C F7 3. C G7 F7 C
when you've got some time to take share a snack with a friend,
like something to do
G7 F7 C G7 F7 1. C G7
smile a smile all the while and share a snack with a friend. After -
2. and 3.
when you just dont care to be .. a-lone with a
doesn't matter where you happen to be watching a
F7 C
friend share an ice -cream cone a peanut butter sand - wich, a
game from the limb of a tree baking in the kit-chen a
F7 C D7 G7
ta-co or two that's a nu-trit-ious snack for a friend and you in the
cookie or two that's a de-lic -ious snack for a friend and you so
D.C al
G7 F7 C G7 F7
share a snack with a friend smile a smile all the
C G7 F7 C
while and share a snack with a friend!

3. (in the) morning or when day is done
and you'd like to have some more fun

It's Up To You


G
1. Feel-ing al-right look-ing good
2. Got - ta make sure you eat a balanced diet, you
wear-ing a smile all of the while has a
got - ta make sure you're getting 4 - 4 - 3 - 2 you
C D Em D
lot to do with good nu - tri-tion good nu-tri-tion
gotta make sure you eat a balanced diet and
C D7 G
Ba -by that's up to you . . . . you

3. Walking tall, doing fine, knowing you're healthy all of the time
has a lot to do with good nutrition, good nutrition, Baby, that's up to you!

Nutritious Words to Familiar Tunes

BREAKFAST SONG

(Sing in the round to the tune of "Are You Sleeping")

Breakfast's ready, breakfast's ready
Sister Sue, Sister Sue
We are having pancakes,
We are having pancakes,
Just for you. Just for you.

Breakfast's ready, breakfast's ready,
Brother Bill, Brother Bill
Scrambled eggs and bacon,
Scrambled eggs and bacon,
Eat your fill. Eat your fill.

Come to breakfast, come to breakfast
On the run, On the run.
Fruit and milk and muffins,
Fruit and milk and muffins,
For everyone. Everyone.

(For variety, use different breakfast foods and make up new verses, using other names in the second line and a new fifth line to complete the rhyme.)

GOOD LUNCH SONG

(Tune: "Yankee Doodle")

The foods we eat at school each day
Help us to live and grow
They give us pep for work and play
And taste good, too we know.

Chorus:
Our school lunches make us strong
We think they are delicious
Eating them we can't go wrong
Because they are nutritious.

Our cooks plan well to see that we
get things we like to eat
As well as vitamins ABC
Each lunch is quite a treat.

Chorus:
Our school lunches make us strong
We think they are delicious
Eating them we can't go wrong
Because they are nutritious.

THE LITTLE LAMB'S NUTRITION SONG

(Tune: "Mary Had a Little Lamb")

Good nutrition makes you grow
From head to toe — yo, ho, ho!
But there are rules you have to know
To get your good nutrition.

Vegetables and fruits for you.
Protein too — yoo, hoo, hoo!
Cereal or bread and milk
Will give you good nutrition.

Protein can be meat or fish
or a chicken dish — tish, tish, tish!
Cheese or eggs or beans or nuts
Will give you good nutrition.

Vegetables or fruits for snacks
And with meals — click, click, clack!
Eat them dried or cooked or raw
To get your good nutrition.

Nutritious Words to Familiar Tunes

Tune: Strawberry Blonde

We like the things we have learned in our class
Don't you, too?
Things that are good for ev'ry laddie and lass,
We've told to you.
Fresh fruit, potatoes, and milk by the glass,
Everything green but the grass —
So don't you see?
If they're so good for me
They'd be good for you!

Tune: Peggy O'Neil

If her eyes are bright as skies,
That's Sally Eat Well.
If she's happy — never cries,
That's Sally Eat Well.
If she walks with her head in the air,
If she's happy, with never a care
Ready for work or play
All the whole live long day,
That's Sally Eat Well.

Tune: The Old Grey Mare

We don't eat the way that we used to eat,
The way that we used to eat,
The way that we used to eat,
We don't eat the way that we used to eat,
Just one year ago.
Just one year ago.
Just one year ago.
We don't eat the way that we used to eat just one year ago.

Now we eat our five basic foods,
Our five basic foods,
Our five basic foods,
Now we eat our five basic foods
With our beans to make us grow.
With our beans to make us grow.
With our beans to make us grow.
Now we eat our five basic foods with our beans to make us grow.

Tune: Tra-la-la-boom-de-ay

Tra-la-la-boom-de-ay
We drankour milk today
Tra-la-la-boom-de-ay
We drank our milk today.

Tra-la-la-boom-de-ay
We ate brown bread today
Tra-la-la-boom-de-ay
We ate brown bread today.

Other verses —

We ate some meat today.
We had an egg today.
We ate some butter today.
We ate a cereal today.
We ate some fruit today.

Tra-la-la-boom-de-ay
We're strong so we can play,
Tra-la-la-boom-de-ay
We're strong so we can play.

Tune: Here We Go 'Round the Mulberry Bush

We will eat our cereal, our cereal, our cereal
We will eat our cereal,
Every, every day.
2) We will eat some yogurt or cheese
3) We will eat some fish or meat
4) We will eat some citrus fruit
5) We will eat our bread so brown
6) We will drink three cups of milk
7) We will eat our vegetables
8) We will eat a salad green

Tune: Three Blind Mice

Big fat prunes,
Big fat prunes,
We like them all,
They make us tall.
We drink the juice from a glass
We learned about it in our class.
They're good for every laddie and lass.
Big fat prunes.

Tune: Oh Dear, What Can the Matter Be?

Oh Dear, what can the matter be
Dear, dear, what can the matter be?
Oh Dear, what can the matter be
Johnnie is tired all day.
He can't do his numbers,
He can't learn to write,
He misses the ball,
He can't win a fight,
He never is hungry,
He can't sleep at night,
Johnnie is tired all day.

Johnnie eats wrong so they say,
He never drinks milk,
He seldom has beans,
He never eats spinach, grapes, apples or greens,
He spends all his money on doughnuts it seems,
Johnnie eats wrong so they say.

Johnnie is diff'rent today,
He's first with the lasses,
He's hungry in classes,
Eats oatmeal and apples,
Dark bread with molasses,
Baked beans and green salads,
And milk by the glasses,
Johnnie is diff'rent today.

Tune: I've Been Working on the Railroad

I am going to drink my orange juice
Every, every day.
I am going to drink my orange juice
So I can work and play,
Can't you see the way I'm growing?
I'll be big and strong.
Can't you see my muscles showing?
I'll be grown before long.

Tune: La Cucaracha

Our bones will be straighter,
Our cheeks will be redder,
If we always eat good food
Our eyes will be brighter,
Our teeth will be whiter,
That is why we like good food.
I am going to drink my orange juice,
I am going to eat some cheese,
I am going to eat vegetables,
Mother, give me some more please.

Tune: Farmer in the Dell

Eat this way today
Eat this way today
High ho, the dairy oh,
Eat this way today.

2) Breakfast with oatmeal.
3) Eggs you must not miss.
4) Whole wheat bread and fruit.
5) Meat and cheese are good.
6) Butter with Vitamin A.
7) Potatoes baked in skins.
8) Vegetables so green.
9) Leafy ones are swell.
10) Yellow ones are good.
11) Milk with every meal.
12) Eat this way today.

Tune: I Love Coffee . . .

Listen friends and we will tell,
Simple ways of keeping well.
Don't drink coffee, don't drink tea
Milk's the drink for you and me.
Sleep eight hours every night
And in school you'll be very bright.
That's our story, that's our song
Listen and you can't go wrong.

Tune: Battle Hymn of the Republic

We are teaching men to know the truth of what to eat and why
We are telling how to pack a lunch on which you can rely
We are singing songs to help you see we must eat right and why
In all our schools today.
Food will build a new America
Food will build a new America
Food will build a new America
In all our schools today.

In the lunch box you must put a hot and creamy soup, not tea
Make sandwiches of whole wheat bread with meat loaf, cheese, poultry,
You must sometimes add an egg and always fruit or celery
In all our schools today.
Pack a lunch a boy can work on.
Pack a lunch a boy can work on.
Pack a lunch a boy can work on.
In all our schools today.

Section F

FOOD PREPARATION IN THE CLASSROOM

INTRODUCTION:

Sanitation and Safety .... F 1

MAKE YOUR OWN:

Basic Bread Dough .... F 3
Grow Your Own Sprouts .... F 7
How To Make Butter .... F 8
Instant Pudding .... F 9
Let's Make Peanut Butter F10
Making Raisins F11
Stone Soup F13
Vanilla Ice Cream F16
Yogurt F17

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FOOD PREPARATION IN THE CLASSROOM

Preparing foods in the classroom can be an exciting and rewarding learning experience for both teacher and students if certain ground rules are determined beforehand and reinforced with each new learning activity. Remember that a few basic sanitation and safety rules will help assure that each experience will be a positive rather than a negative one. Do not assume that the children will always remember the rules. Repeat them with each food preparation activity and demonstrate their importance through your actions.

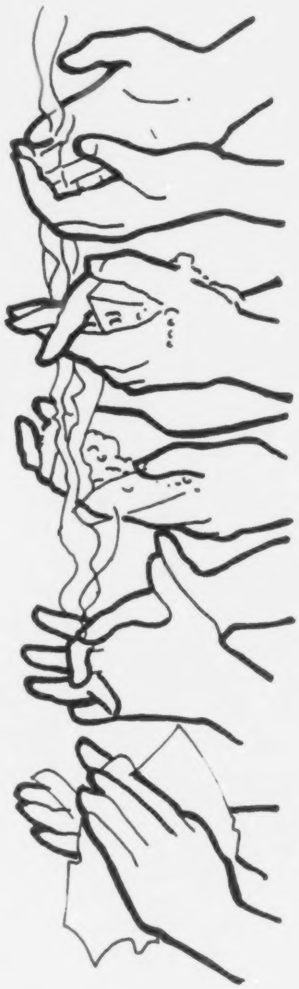
SANITATION:

Since bacteria can grow on many surfaces, certain procedures should be followed prior to food handling and/or food preparation. A suitable disinfecting solution may be made by adding **1 tablespoon of bleach to 1 gallon of water.** This solution should be used to clean all surfaces where food will be prepared and eaten.

In addition, the following handwashing procedure should be practiced by **everyone** and become a routine part of any activity involving the use of food.

EIGHT STEP PROCEDURE FOR HANDWASHING

1. Wet hands.
2. Apply soap thoroughly; get under nails and between fingers.
3. If necessary, use a brush to remove any substance offering particular resistance.
4. With a rotating, friction motion, rub the hands together while you count to 20. Wash at least 2 or 3 inches above the wrist.
5. To wash fingers and the spaces between them, interlace the fingers and rub up and down.
6. Rinse well.
7. Dry thoroughly.
8. Make certain that the sink is clean before you leave it.



SAFETY:

As with all learning experiences, the activity should be geared to the age and ability of the students. As you introduce new activities which involve the use of potentially dangerous utensils and/or equipment, stress the importance of safety. As the learning activities become more complex, it will be necessary to supplement the basic rules for safety listed below:

1. Sharp knives are dangerous. Always use a cutting board and keep fingers out of the way.
2. Use dry pot holders when handling hot foods.
3. Keep pot handles on the stove turned toward the middle.
4. Unplug appliances by firmly gripping the plug and pulling. Do not pull the cord.
5. Wipe up spills as they occur.

Teacher's Notes:

Remember that rings and bracelets can be a safety hazard as well as a potential source of food contamination.

BASIC BREAD DOUGH

A Bread Story:

In the old days every home hoped to have a hundred-pound barrel of flour to last through the winter. Bread was mixed right in the barrel. You made a well in the flour with your fist and dumped the liquid in the well and stirred in the flour until the dough formed a ball. When you could handle it without it being too sticky, you removed the dough ball from the barrel and kneaded it on a floured board until smooth and springy.

Bread is called the staff of life. Make some in class!

Basic Dough Ingredients:

White Dough

1 package yeast
1 cup warm water
1 tablespoon sugar
1 heaping tablespoon salad oil
1 teaspoon salt
3 cups unbleached flour
(more if sticky)

Pink Tomato Dough

¼ cup warm water
2 tablespoons sugar
1 package yeast
2 cups tomato juice
¼ cup catsup
¼ cup oil
1 teaspoon salt
7½ to 8½ cups white flour

Green Spinach Dough

1 cup warm water
1 package yeast
1 tablespoon sugar
¼ cup oil
1 teaspoon salt
1 cup pureed spinach
3½ to 4 cups white flour

Brown Dough

1 package yeast
1 cup warm water
3 tablespoons molasses
1 heaping tablespoon salad oil
1 teaspoon salt
1 cup white flour
2 cups whole wheat flour

Red Beet Dough

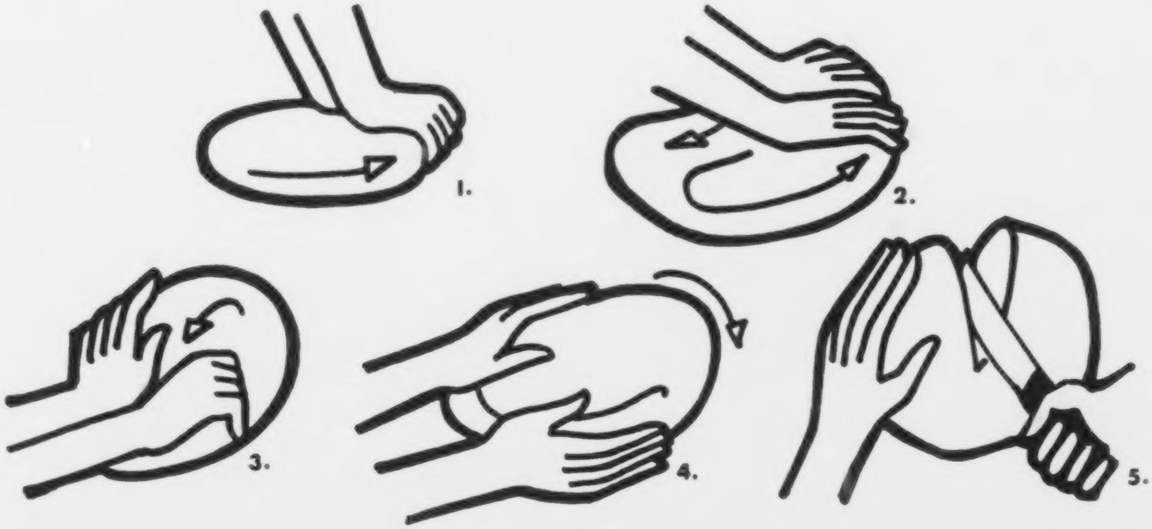
1 package yeast
½ cup honey
1½ cups warm water
1 cup pureed beets
1 tablespoon salt
⅓ cup oil
6 to 8 cups flour

Instructions:

1. Pour warm water into big bowl (not too hot). Be sure your bowl is warm before adding water.
2. Sprinkle yeast and sugar or sweetener into water. Don't stir.
3. In 5 minutes yeast will form a scum so you know it is alive and growing (if not wait longer or start over).
4. Add oil or shortening and salt.
5. Stir in ½ of the flour with a spoon. If using whole wheat and white flour, combine before adding.
6. When dough gets too thick to stir with a spoon, turn it out onto a floured board. With your hands work in as much flour as needed to be non-sticky yet springy.
7. Knead dough with confidence.

    Kneading illustrations:

    1. Fold dough over, pushing it into itself again and again. Fold and turn, fold and turn.
    2. Cut dough in half with a sharp knife. If air bubbles are big when you cut it open, knead some more.

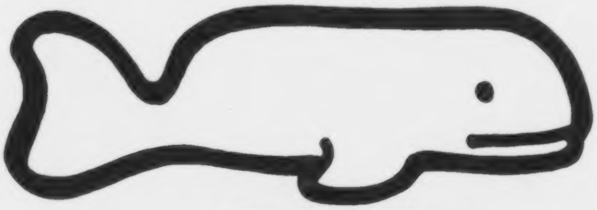


8. Do not over-stretch or pull dough as you knead it.
9. Form dough into a ball and oil it. Set it to rise in a covered bowl in a warm draft-free place about 1 hour or until double in size.
10. Punch it down and let it rise again. If it's for tomorrow or the day after, put it in a plastic bag in the refrigerator, punching it down every now and then as it grows.
11. When ready, punch dough down and knead air bubbles out. If it is cold from the refrigerator, let it get warm first. Add more flour if sticky. Dough should feel springy and resilient, neither sticky nor stiff.
12. At this point you have a choice, you may form the dough in a loaf and bake it in a well-greased bread pan at 350° for 1 hour. Cool on rack and eat while fresh or you might make a bread sculpture.

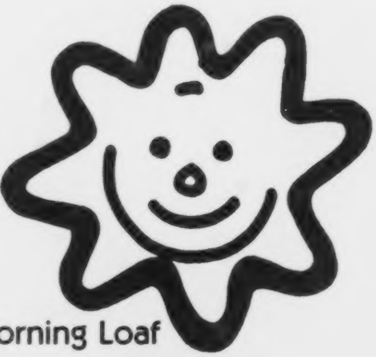
Bread Sculpture Instructions:

1. Divide dough into parts for sculpture. Cut it with a sharp knife or scissors. Dust raw edges with flour.
2. Build sculpture flat on a greased cookie sheet or if figure is large, set it on foil-covered oven grill. If children are making individual sculptures, make them on squares of greased aluminum foil.
3. Glaze before decorating or don't glaze at all. Whole beaten egg glaze makes a golden shine. Oil glaze will give you a soft brown crust. Milk or water makes a solid matte crust. Experiment.
4. Decorate with nuts and seeds, especially almonds, peanuts or peanut granules, pumpkin seeds, sesame seeds, caraway seeds, poppy seeds, raisins, and snipped dried apricots or prunes. Dust with paprika or cinnamon. Poke with spoons for feathers or fish scales and with a fork for air holes. Cut with scissors for spikes and scales. A garlic press or a lemon press makes good hair and beards — squeeze dough slowly through press: add more: squeeze more. Cut and attach to sculpture.
5. Rest 5 minutes after decorating (dough will rise as you sculpt).
6. Bake at 350°F. Baking time will depend on size of sculpture. Cool on rack. Eat while fresh.

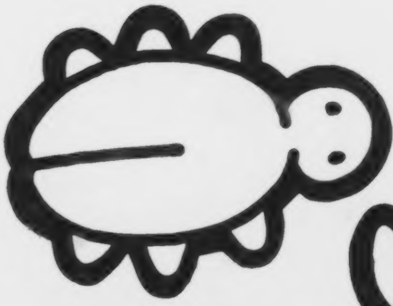
BREAD SCULPTURE SUGGESTIONS ....



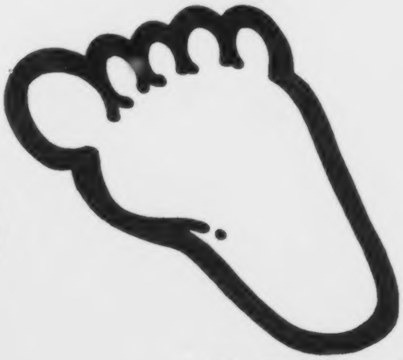
A Whale of a Loaf



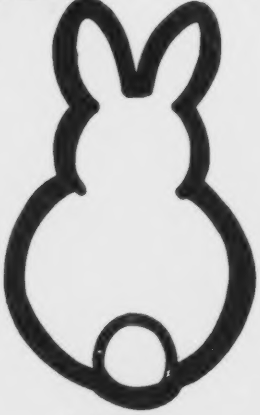
Good Morning Loaf



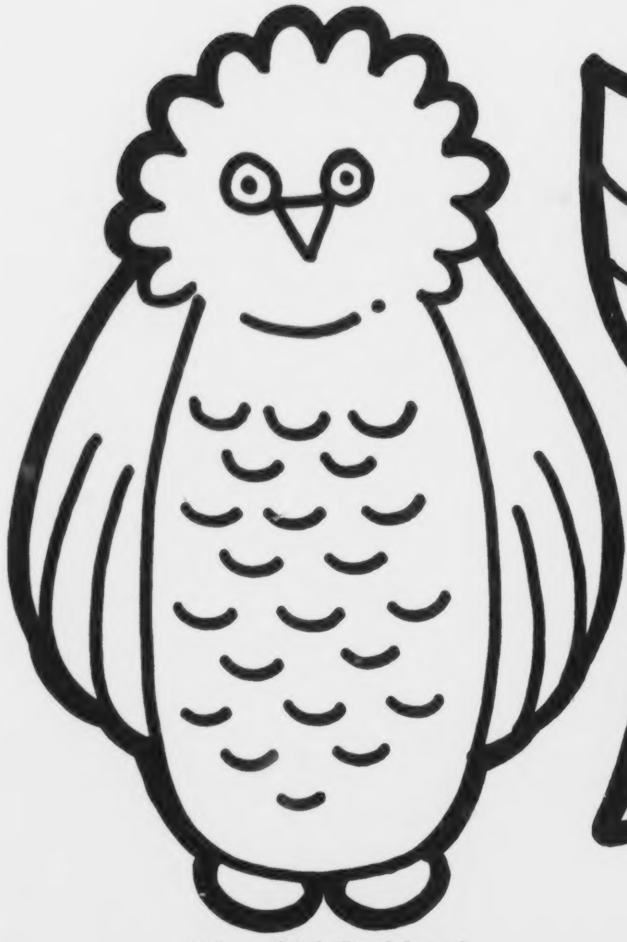
Buggie Buns



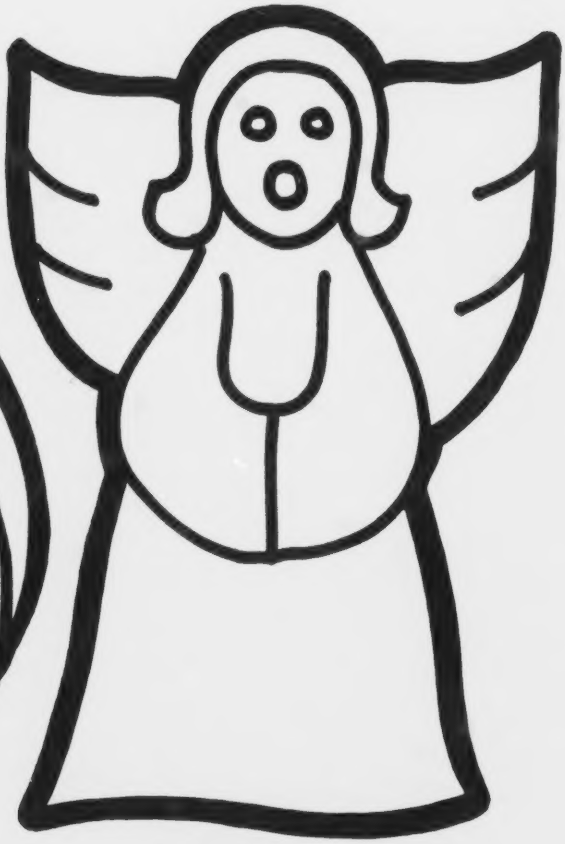
Big Foot Loaf



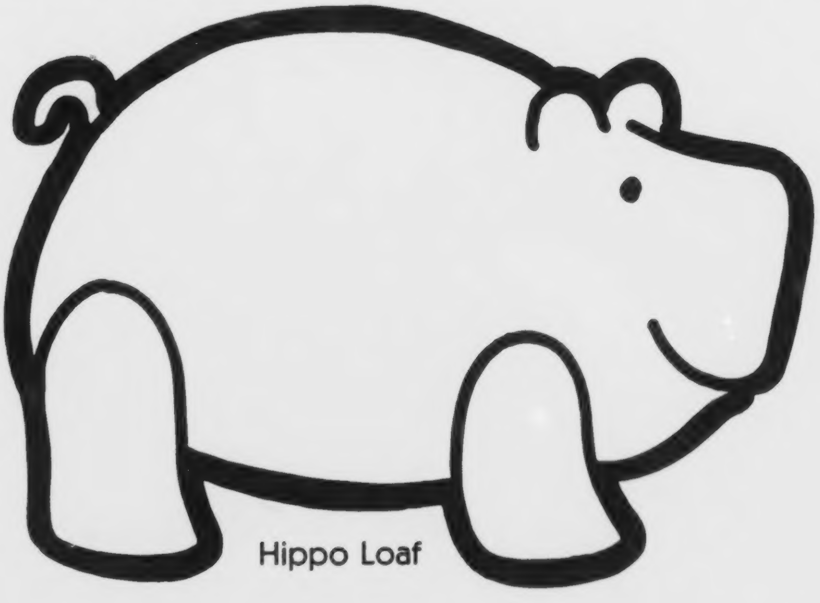
Bunny Bun



Wise Old Owl Loaf



Christmas Bread



Hippo Loaf

GROW YOUR OWN SPROUTS

Materials Needed:

Seeds for sprouting*

Quart jar with lid

Colander or strainer

Cheesecloth

Rubber band

PLEASE NOTE:

RECENT CASES OF SALMONELLA FOOD POISONING HAVE BEEN TRACED TO NON-COMMERCIALLY PRODUCED BEAN SPROUTS.

THEREFORE, IF THIS ACTIVITY IS USED, SPECIAL CARE SHOULD BE TAKEN TO INSURE PROPER RINSING AND HANDLING ACCORDING TO THE INSTRUCTIONS BELOW.

Instructions:

1. To help assure success in growing your sprouts,first place the seeds in a clean quart jar and cover with lukewarm water. Let them soak overnight in a warm, dark place. The following morning, drain the seeds through a colander or strainer and rinse them thoroughly, pouring off any excess water.
2. Next, rinse the quart jar and put the seeds back in it for sprouting. Cover the mouth of the jar with a double thickness of cheesecloth and secure with a rubber band. (You can also use a wire screening fastened with wire or string.) Place the jar, mouth downward, at an approximate 45-degree angle so that the seeds are scattered in a single layer along the side of the container. (The angle of the jar will allowany remaining water to drain out and the seeds will stay moist and mold-free.) Put the jar in a bowl and then put the bowl and jar in a warm, not hot, dark place such as a cupboard or closet.
3. You should not move the bowl except to water the seeds which must be done 3 times a day. **Do not** remove the covering on the jar. Pour lukewarm water into the jar and then drain it. Afterwards, return the jar and bowl to their storage place.
4. The sprouts should be ready to eat in 3 to 5 days, depending upon the length of sprouts you prefer. You should remove them from the jar, however, before tiny rootlets appear. As a general rule, mung bean and soybean sprouts can be eaten when they are 1½ to 3 inches long; alfalfa, 1 to 2 inches long; lentils, 1 inch long, and chick-peas, ½ to ¾ inch long. You can eat the whole seed — sprout, halves, and hull — or remove the hull if you like. If you wish, place the jar in indirect light for the last few growing hours. This will turn the sprouts green with chlorophyll.
5. To store sprouts, screw on an air-tight lid and refrigerate. Sprouts can stay for several days in the refrigerator.

*You can buy seeds for sprouting at health food stores or garden supply stores. Soybeans and mung beans are especially popular, but you can also use chick-peas, alfalfa, lentils, and others. Be sure to choose seeds that are young, clean, and whole. (Never eat potato sprouts as they are poisonous.)

Teacher's Notes:

Discuss with the children —

- — That sprouts are hydroponically grown house plants that you can eat.
- — The tiny shoots which sprout from the seeds.
- — What sprouts use for food.
- — The difference between sprouts and roots (one grows above the ground when planted and the other grows below the ground).
- — Other seeds that we eat (corn, peas, peanuts, beans, etc.).

HOW TO MAKE BUTTER

Materials Needed:

½ pint heavy whipping cream, very cold

4 or so clean baby-food jars with lids

4 or so paper cups or 1 bowl

Instructions:

1. Divide the cream evenly among the jars. Do not fill any jar more than half full.
2. Cover securely with lids (screw-on lids preferred).
3. Have the children shake the jars until butter forms (about 5 minutes).Children may count during this period or sing a song or possibly do rhythms in their places.
4. Open jars after butter forms and drain off liquid (buttermilk).
5. Chill buttermilk.
6. Encourage the children to taste the butter. Serve on crackers or homemade bread. Delicious! (This is sweet butter. That is butter without salt. Some of the butter could be salted lightly and tasted to show the contrast in the flavors.)
7. Encourage the children to taste the chilled buttermilk. It is delicious and not like the store kind!

Yield: 1/3 cup butter

Teacher's Notes:

Discuss with the children —

— The change in the cream's form — from a liquid to a solid and a new liquid.

— The taste, color, consistency, and texture of the butter.

— The care and storage of milk and milk products.

Use this experience as a starting point for a unit on farms, cows, dairies, milk, milking, bottling, cheeses, and other dairy products.

INSTANT PUDDING

Materials Needed:

½ pint carton of milk for each child

Instant pudding (any flavor)

Tablespoon measuring spoon

Spoon for each child

Instructions:

1. Have each child drink half of the carton of milk.
2. Open the top of each carton and let each child add a **heaping tablespoon** of instant pudding. (The amount of pudding may vary by brands. One 4½ oz. package of pudding should be enough for 4 children.)
3. Put on a rhythm record and have the children shake their cartons while holding the top **tightly** closed.
4. In no time, each child can eat his own pudding right out of the carton!

Teacher's Notes:

Discuss with the children —

— The change in the milk's consistency, flavor, and color.

— The nutritive value of milk and other dairy products.

— Their favorite foods that belong to the milk group.

LET'S MAKE PEANUT BUTTER

Materials Needed:

1 cup peanuts (roasted in shells)*

1½ tablespoons corn oil

Salt (if desired)

Blender or food processor**

Instructions:

1. Have the children shell the peanuts and remove the brown skins.
2. Put about 1½ tablespoons of oil in the blender.
3. Gradually add about 1 cup of peanuts while blending.
4. Sprinkle lightly with salt, if desired, and continue blending until all peanuts are crushed and blended into a smooth texture. You may find it necessary to stop blender periodically and stir peanut butter since mixture is so thick.
5. Serve on bread or crackers or stuff the peanut butter into celery ribs.

Teacher's Notes:

Discuss with the children —

— Other nuts we eat.

— Other seeds we eat.

— How many peanuts are in each peanut shell.

— Different ways to use peanuts and peanut butter in food preparation.

— The nutritive value of peanuts and peanut butter.

— Other foods that belong to the meat group.

— The beginnings of a new peanut plant (split peanut in two and look for tiny cotyledon at bottom of one of the halves).

— Purpose of peanut shell (to protect seed).

* 1 cup shelled peanuts roasted in oil may be used. In this case, **omit** the 1½ tablespoons of corn oil.

** If a blender or food processor is not available, a food grinder may be used. The texture of the peanut butter will be coarse and crunchy in this case.

MAKING RAISINS

This activity requires low humidity and fair weather.

Materials Needed:

Fresh, ripe, firm seedless Thompson grapes (enough for each child to have a few)

Scales

Large pan or bowl of water
Towel
Plastic-coated trays or paper plates

Pieces of clean cheesecloth, mosquito netting, or wire screen, large enough to cover the trays

Glass container with tight-fitting lid

Instructions:

1. Weigh the grapes and record the weight. Handle the grapes carefully as they bruise easily. Save a few for comparison later.
2. Place the grapes in the container of water and wash them thoroughly.
3. Lift the grapes from the water and blot them with a towel.
4. Remove the grapes from the stem and spread one layer of grapes evenly on the tray.
5. Cover the tray with the cloth or screen to keep insects and dust from getting on the grapes.
6. Fasten the cloth so it will not blow off.
7. Place the tray of grapes in direct sunlight to dry, away from dirt and dust and where air can circulate freely over and under the tray. You may need to put the tray on blocks.
8. After 4 days, test the grapes for dryness by squeezing them in your hand. If there is no moisture left on your hand and the grapes spring apart when the hand is opened, the grapes are dry enough. They should then be pliable and leathery.
9. If the grapes are not dry, test them again the next day.
10. When the grapes are dry, remove them from the tray and weigh them. Record the weight. Compare the weight of the grapes before and after drying. Compare the reserved grapes with the dried grapes (raisins).
11. The raisins can now be eaten. Remember to brush your teeth afterwards, if possible, since raisins stick to the teeth.

Teacher's Notes:

Discuss with the children —

- — How much water was lost in the drying process.
- — The changes in color (green to brown), form (sphere to flat), texture (smooth to wrinkled), and taste (sweet and mild to sweeter and rich).
- — Why raisins are good to eat. (They are a good source of iron for healthy blood and provide fiber to prevent constipation.)
- — Why we preserve food. (To provide seasonal foods all year, to store surplus foods for use in times of scarcity, and to be able to transport food long distances.)
- — How long raisins will keep without spoiling. (Raisins in an air-tight container, stored in a cool, dry place will keep in prime condition for more than six months.)
- — How long grapes will keep without spoiling. (Grapes will remain fresh in a refrigerator for 3 to 5 days.)

Two varieties of grapes, Thompson seedless and Muscat of Alexandria, are used to make raisins. Almost all raisins produced in the United States are made from Thompson grapes. California produces most of the United States' raisins. Other raisin producing countries are Australia, Turkey, Greece, Iran, South Africa, Spain, Cyprus, and Argentina. You may want to use a globe and point out these countries and discuss climate in these countries.

STONE SOUP

This recipe really touches small children's sense of humor. Be sure to read or tell **Stone Soup** several times beforehand (Marcia Brown, **Stone Soup, An Old Tale Retold,** [New York: Charles Scribner's Sons, 1947]). Ask each child to bring in something for the soup. You may wish to add a little rice or noodles to the soup near the end of the cooking time.

Stone Soup

1 large, very clean stone
4 cups water
3 large carrots
3 stalks celery
3 potatoes
2 onions
1 can tomatoes
1 can corn
1 can peas
4 teaspoons beef bouillon
Dash of salt

Instructions:

1. Heat water in a large pot.
2. Add the stone.
3. Peel and cut up carrots, celery, potatoes, and onions.
4. Boil these ingredients until soft.
5. Add tomatoes, corn, peas, and bouillon.
6. Add salt and boil 10 minutes.
7. Remove the stone.
8. Serve with crackers.

Teacher's Notes:

Discuss with the children —

— The variety of vegetables brought in by the children and what nutrients they contain.

— The different parts of a plant the various vegetables represent.

— The different colors, shapes, and sizes of the vegetables.

— The differences in the vegetables' textures before and after cooking.

— Their favorite vegetables and the different ways they like to have these vegetables prepared.

stone soup

1 large, very clean stone

4 cups water

3 large carrots

3 stalks celery

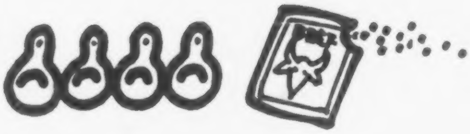
3 potatoes

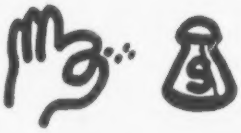
2 onions

1 can tomatoes

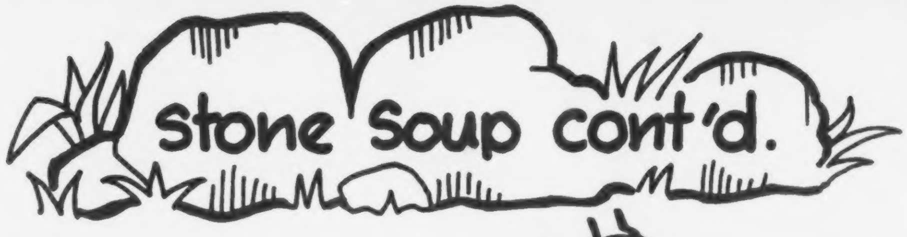
1 can corn

1 can peas

4 teaspoons beef bouillon 

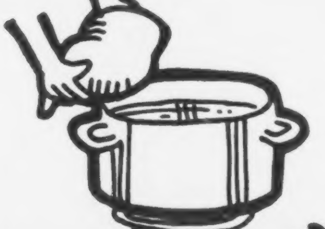
dash of salt 

Heat water in a large pot.

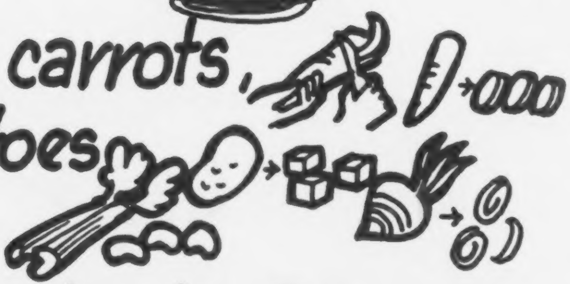


stone soup cont'd.

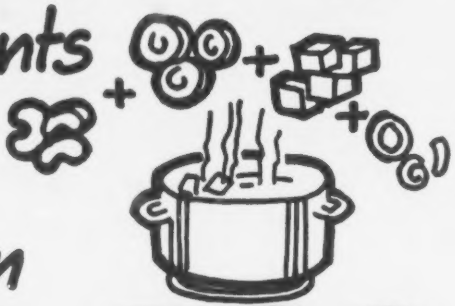
add the stone.



peel and cut up carrots,
celery, potatoes
and onions

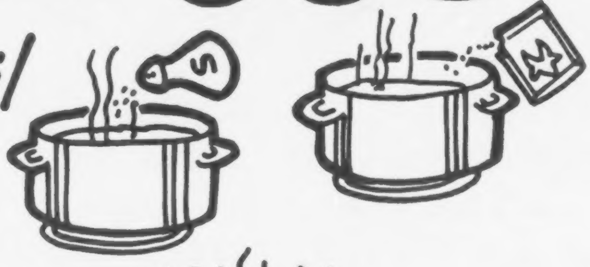


boil these ingredients
until soft.

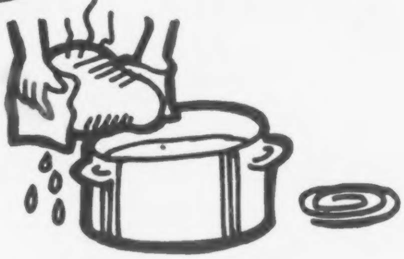


add tomatoes, corn
peas, and bouillon

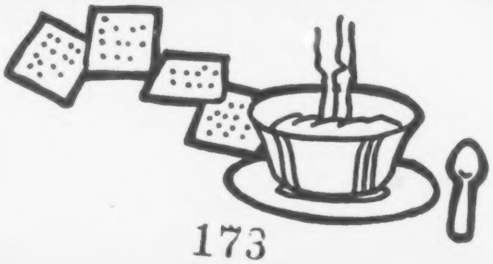
add salt and boil
10 minutes.



remove the stone.



serve with crackers



VANILLA ICE CREAM (Individual Serving)

Materials Needed:

¼ cup whipping cream or half and half

⅛ teaspoon vanilla

1 tablespoon sugar

Pinch of salt

Rock salt

Mixing bowl and spoon

Small, metal juice can

Bottom half of a half-gallon milk carton

Tongue depressor

Serving spoon

Instructions:

1. Combine cream, vanilla, sugar, and salt. Stir until sugar and salt dissolve.
2. Fill small, metal juice can (cardboard does not conduct heat properly) ⅔ full.
3. Cover can with foil. Place can into bottom half of a half-gallon milk carton.
4. Fill carton with layers of ice and rock salt.
5. Remove foil cover from can and stir cream mixture with tongue depressor, keeping can surrounded by rock salt and ice mixture until cream hardens, about 10 to 15 minutes. Add more rock salt and ice as needed.

Teacher's Notes:

Discuss with the children —

— How mixture changes from a liquid to a solid.

— The function of the tongue depressor (stirring promotes formation of small ice crystals and reduces temperature more uniformly throughout mixture).

— What makes ice melt (heat from mixture as well as outside temperature).

— Other things that melt.

— Other things that harden when chilled.

— Other foods with vanilla flavor.

— Other foods in the milk group.

YOGURT

Materials Needed:

1 quart milk

4 tablespoons plain yogurt (use brand without additives)

Honey

Fruit

Saucepan

Crock or earthenware bowl (1½ quart size)

Measuring Spoon

Mixing Spoon

Thermometer (optional)

Clean towel and blanket

Small cup and spoon for each child

Instructions:

1. Heat milk until warm but not boiling (110°F.).
2. Pour into crock or earthenware bowl. Cool until a little warmer than lukewarm (test by putting a drop on inside part of wrist — the milk should feel warm but not hot).
3. Add yogurt (which should be at room temperature).
4. Stir gently until well blended.
5. Cover bowl with towel and then cover completely with a warm blanket. Let stand for at least 5 hours or overnight at room temperature.
6. Place in refrigerator and leave overnight.
7. Next day yogurt will be ready to serve plain or with honey or fruit added.

Teacher's Notes:

Discuss with the children —

— The purpose of the plain yogurt (the culture or "starter").

— The change in form (liquid to a solid), taste (sweet to sour), and consistency (thin to thick)

— The nutritive value of yogurt and other milk group products.

Older children might investigate which countries use yogurt extensively, why they use it, and how it originated. (Making yogurt and cheese are methods of preserving milk.)

Section G

PUPPETS, PATTERNS, AND PUZZLES

PUPPETS:

Sack Puppets . . . . . G 1
  Alice Apple . . . . . G 2
  Benny Bread . . . . . G 3
  Carla Cabbage . . . . . G 4
  Charlie Carrot . . . . . G 5
  Cindy Cereal . . . . . G 6
  Fred Fish . . . . . G 7
  Healthy Harry . . . . . G 8
  Healthy Hilda . . . . . G 9
  Lenny Longbone G10
  Mike Milk G11
  Oscar Orange G12
  Oscar Orange Juice G13
  Owl G14
  Perry Peanut Butter G15
  Susie Sweetpotato G16
  Tilly Tomato G17
  Tuffy Tooth G18
Stick Puppets G19
Styrofoam Sandwich Carton Puppet G20

PATTERNS:

Alice Apple G21
Citrus Family G22
Color Me Delicious, Nutritious, & Fun Coloring Sheets G25
Create a Nute G33
  Carbo G34
  Fatto G35
  Minny G36
  Proto G37
  Vity G38
Food Alphabet Transparency Masters G39
Food Check List G74
Food Group Bingo G67
Food Group Bingo Master Sheet G68
Food Storage Quiz G69
Good Foods Tablecloth G73
Good Foods Train G71
Mr. Fruitman G75

Continued

BEST COPY AVAILABLE

Patty Potato G76
Percy's Balancing Act G78
Potato Man G77
Testing for Nutrients Grid Sheet G80
Two-Bite Club Badges G79

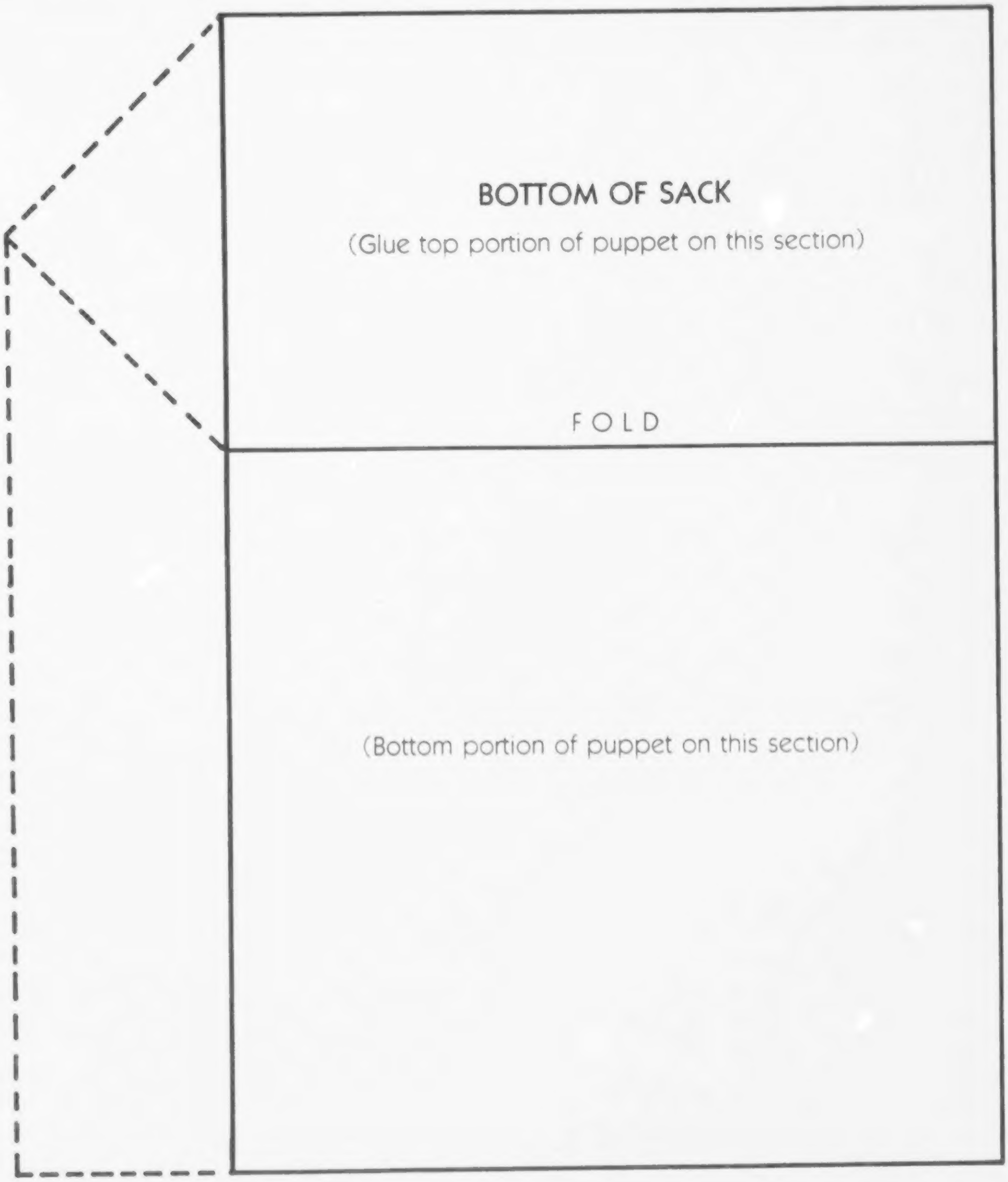
PUZZLES:

Cross Match .... G 81
Food Groups Do Count .... G 85
Fruit Flair .... G 82
Grow Your Own Mixed Vegetables
    Part 1 .... G 82
    Part 2 .... G 83
Hidden Word Puzzles
    Milk Group .... G 87
    Bread & Cereal Group .... G 89
    Meat Group .... G 91
    Fruits & Vegetables Group .... G 93
Identify the Food Group .... G 95
Know Your Nutrients .... G 97
Little Red Riding Hood Up-to-Date G103
Menu Planner's Dream .... G 99
Name a Nutrient .... G 99
Nutrition & Notable Characters G101
Score With the Basic Five G105
Scramble Egg Game G107
Scramble for Your Food G109
The Key Nutrient Match G111
The Vitamin Road to Good Nutrition G113
Vitamin A & Vitamin C Crossword Puzzles G115

Sack Puppets

Instructions:

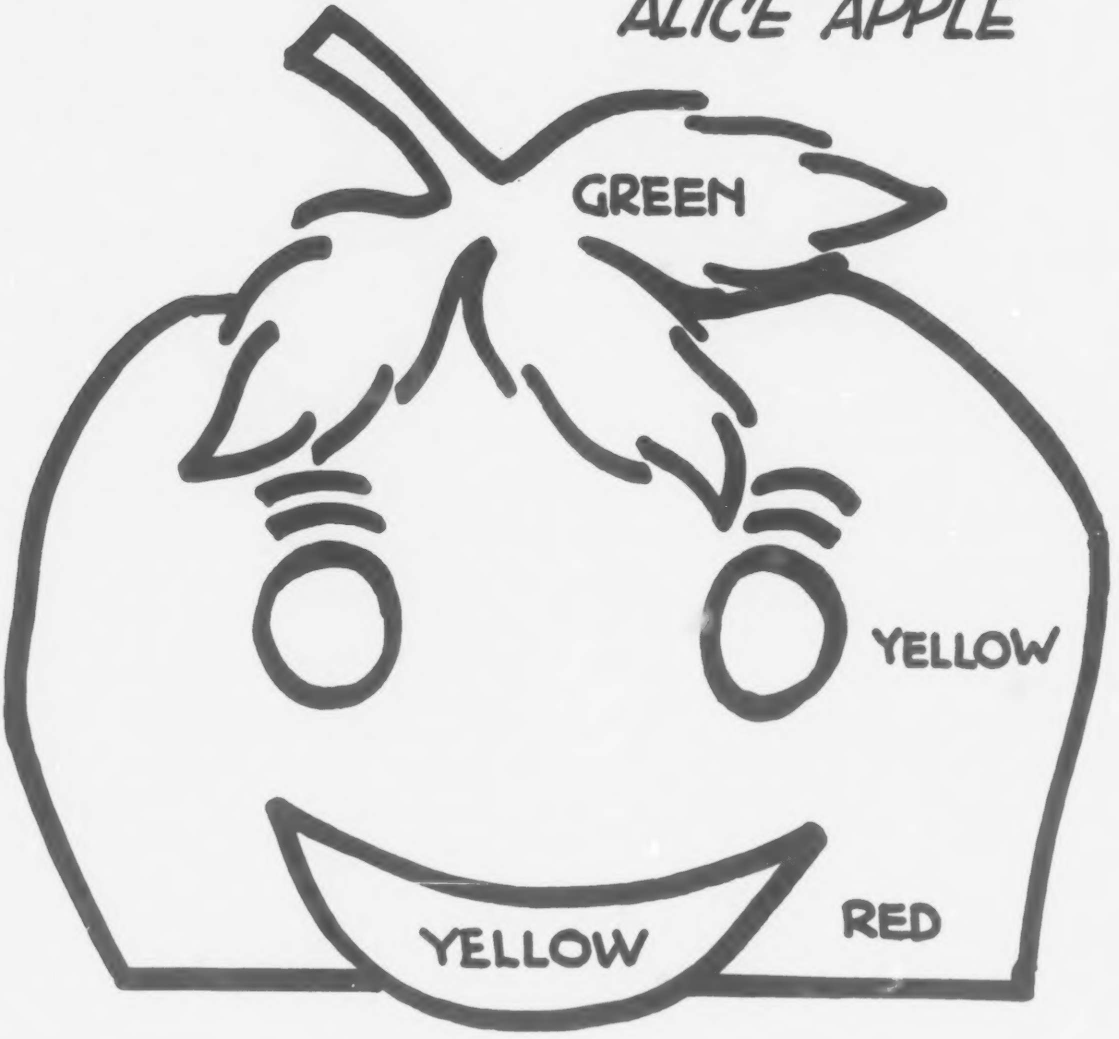
Use a No. 4 paper sack and colored construction paper to make the following puppets.

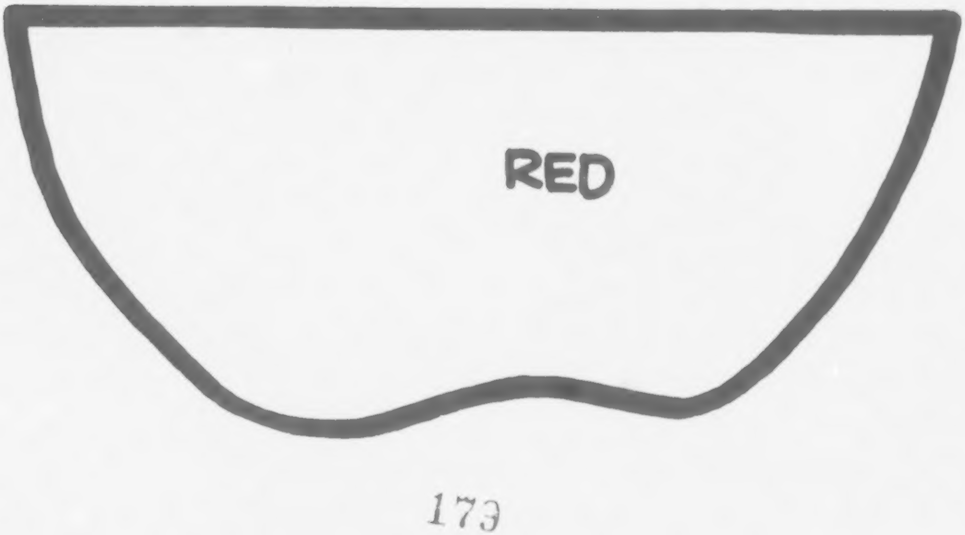

BOTTOM OF SACK
(Glue top portion of puppet on this section)
FOLD
(Bottom portion of puppet on this section)

Fun Idea!!

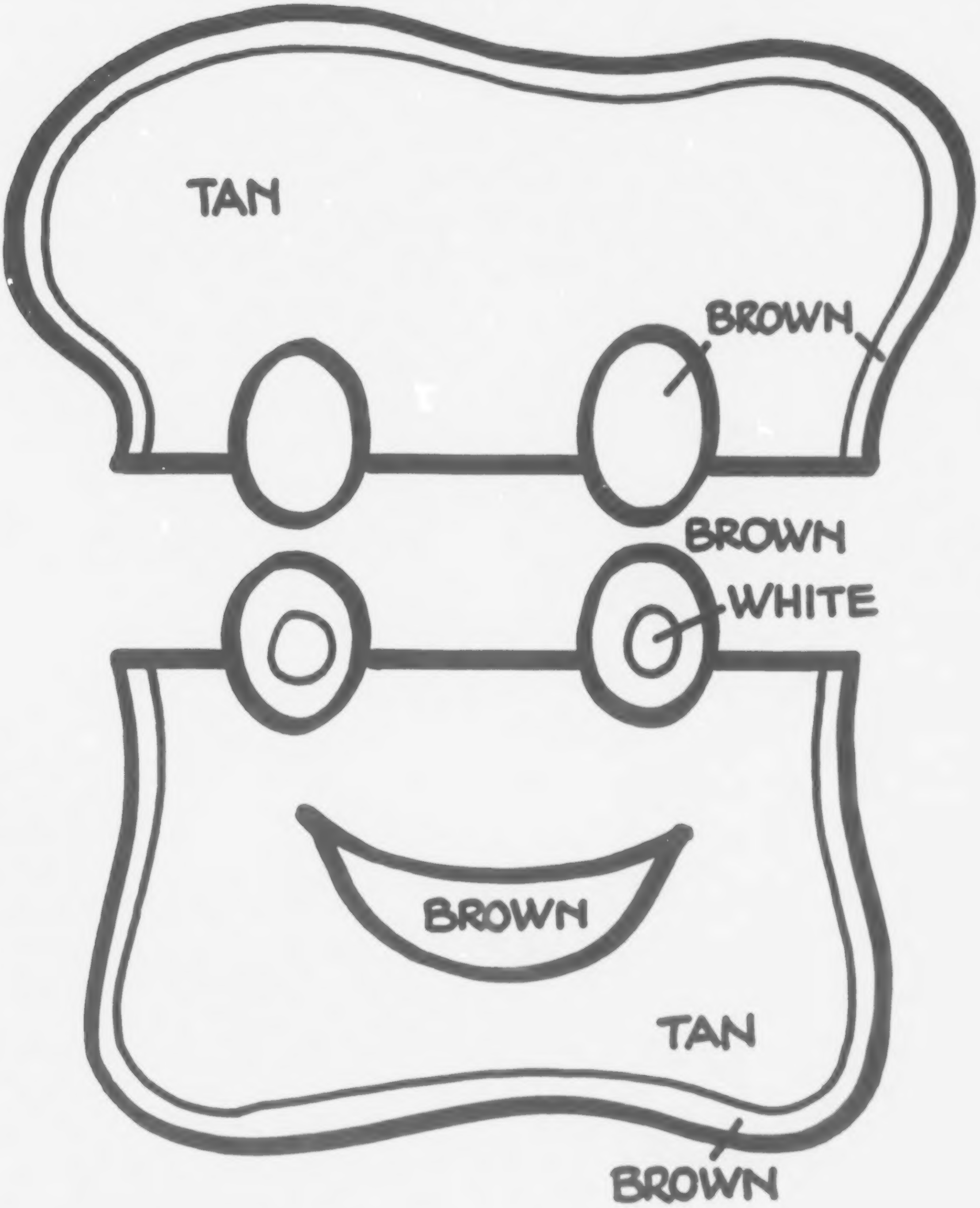
Rejoin the following puppet patterns to make coloring pages, stick puppets, covers for booklets, etc.

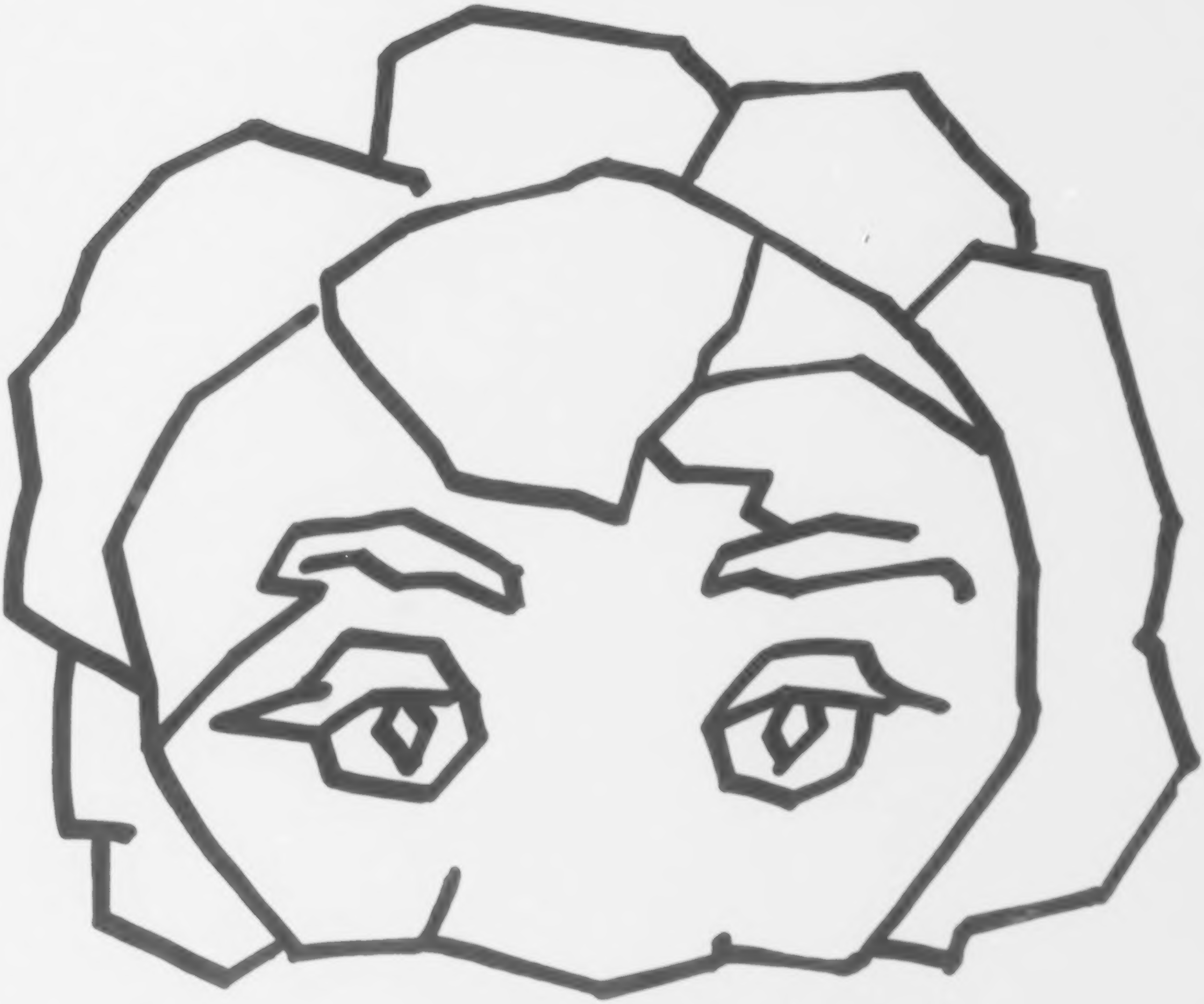
ALICE APPLE


GREEN
YELLOW
YELLOW
RED

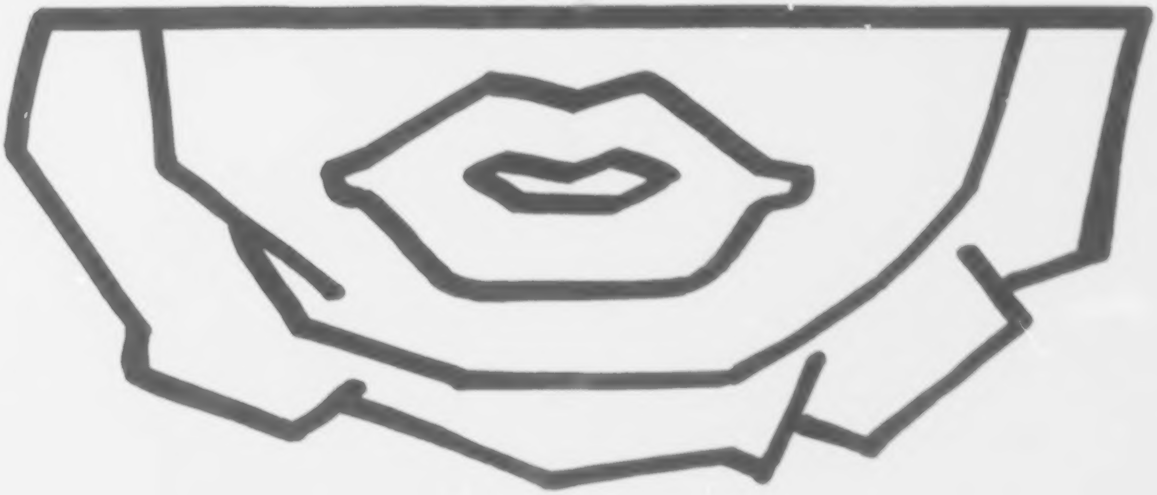


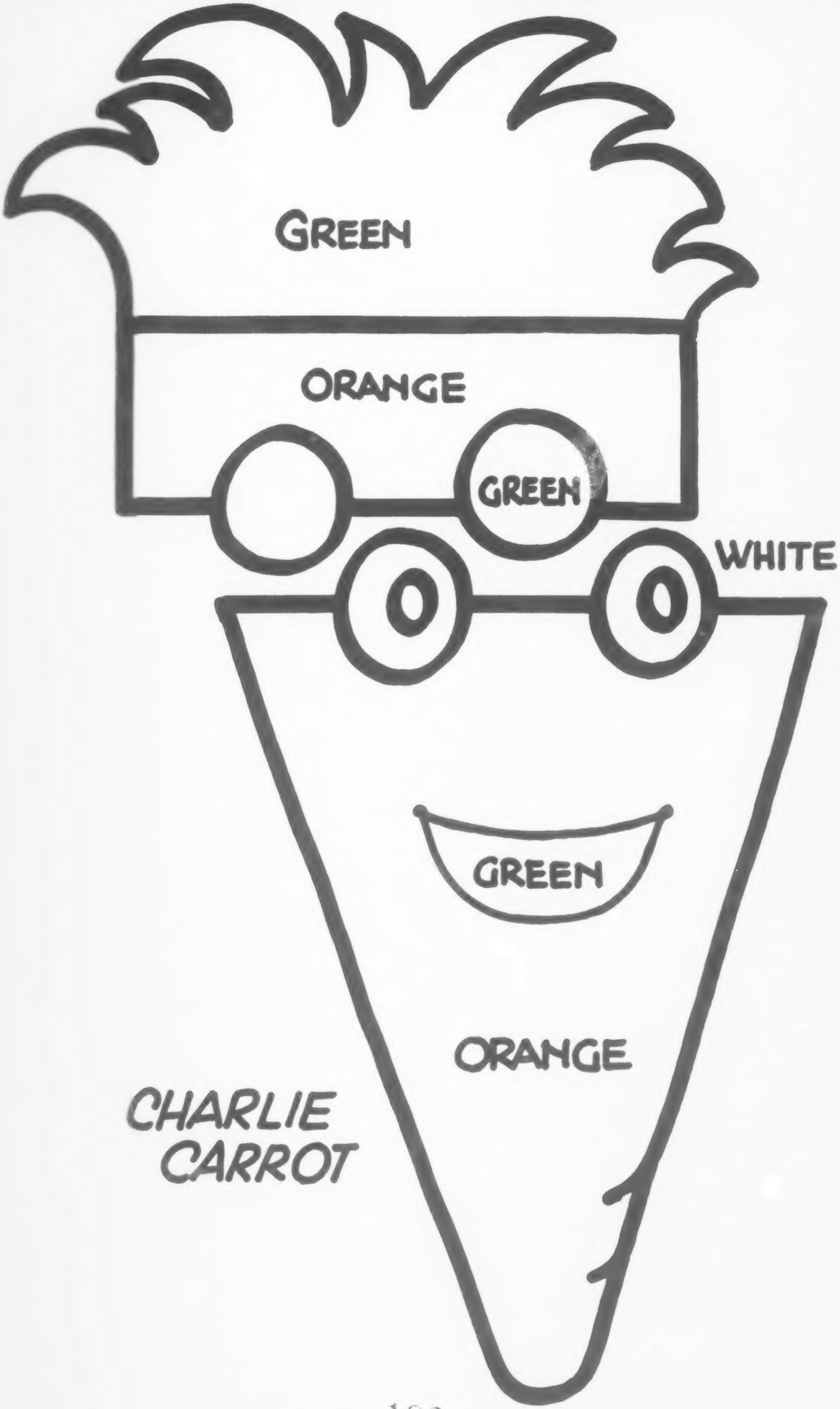
BENNY BREAD

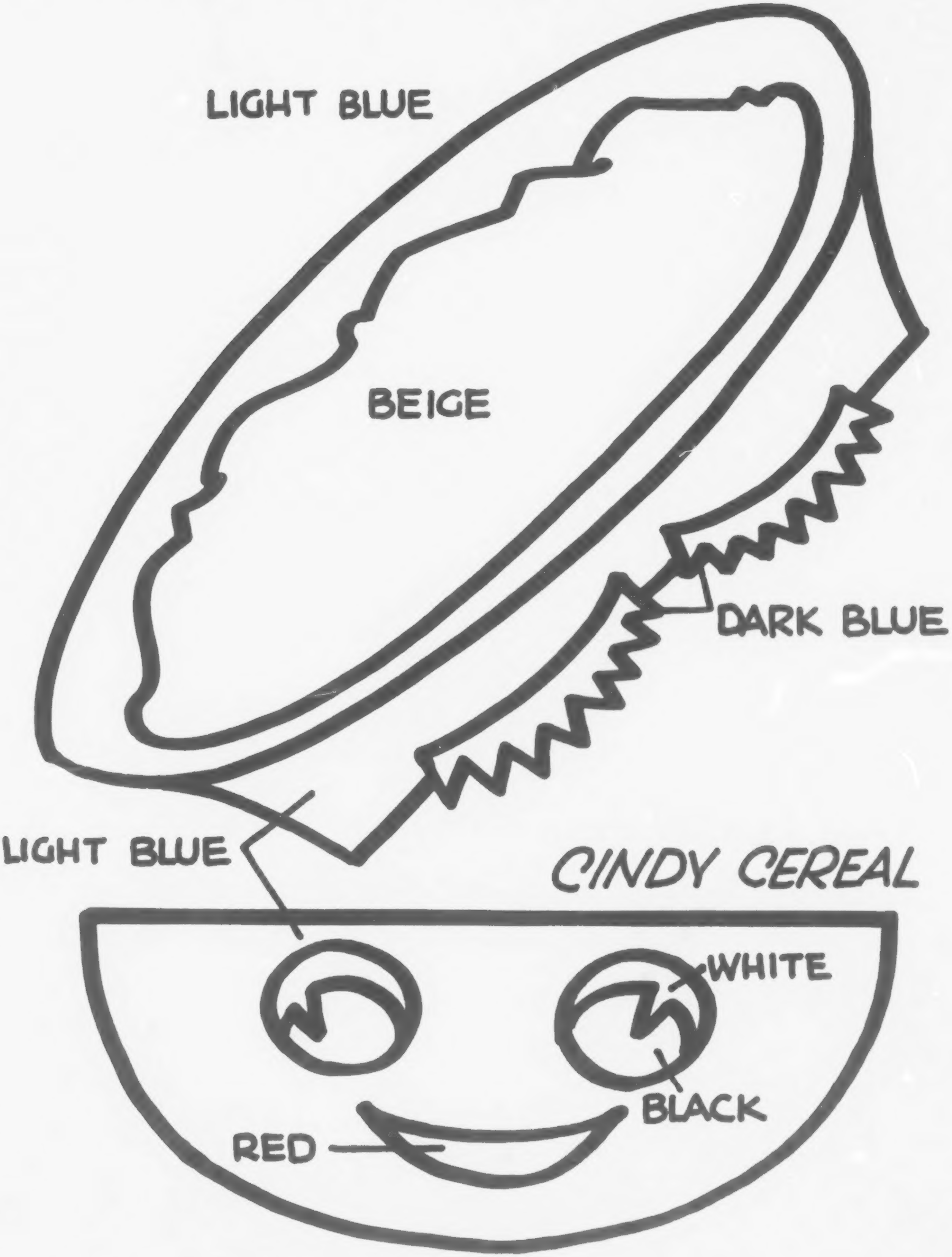

TAN
BROWN
BROWN
WHITE
BROWN
TAN
BROWN



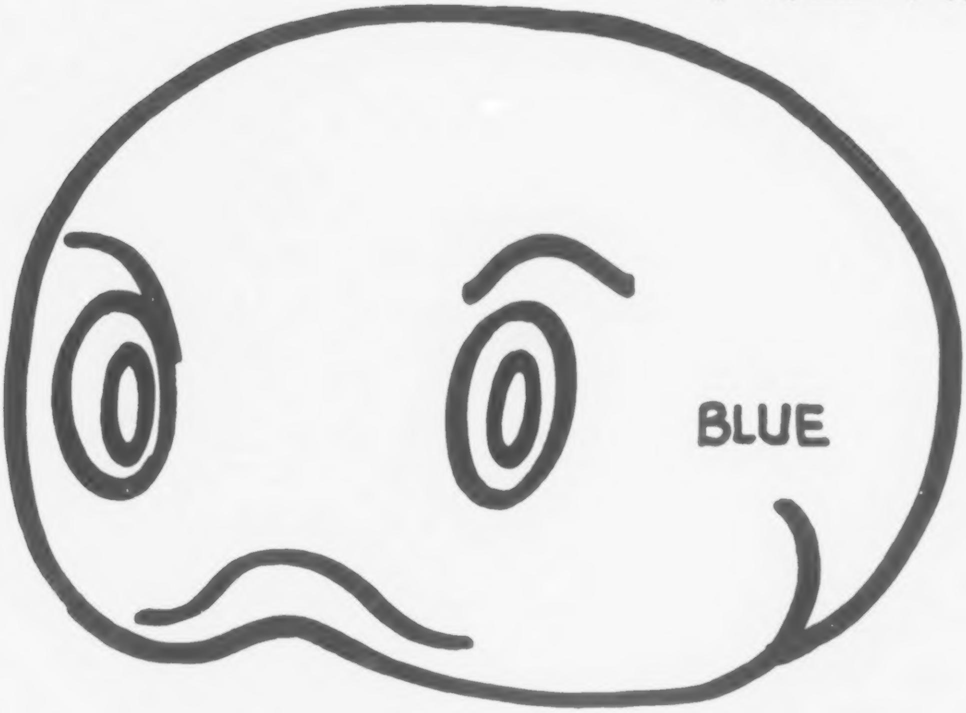
CARLA CABBAGE

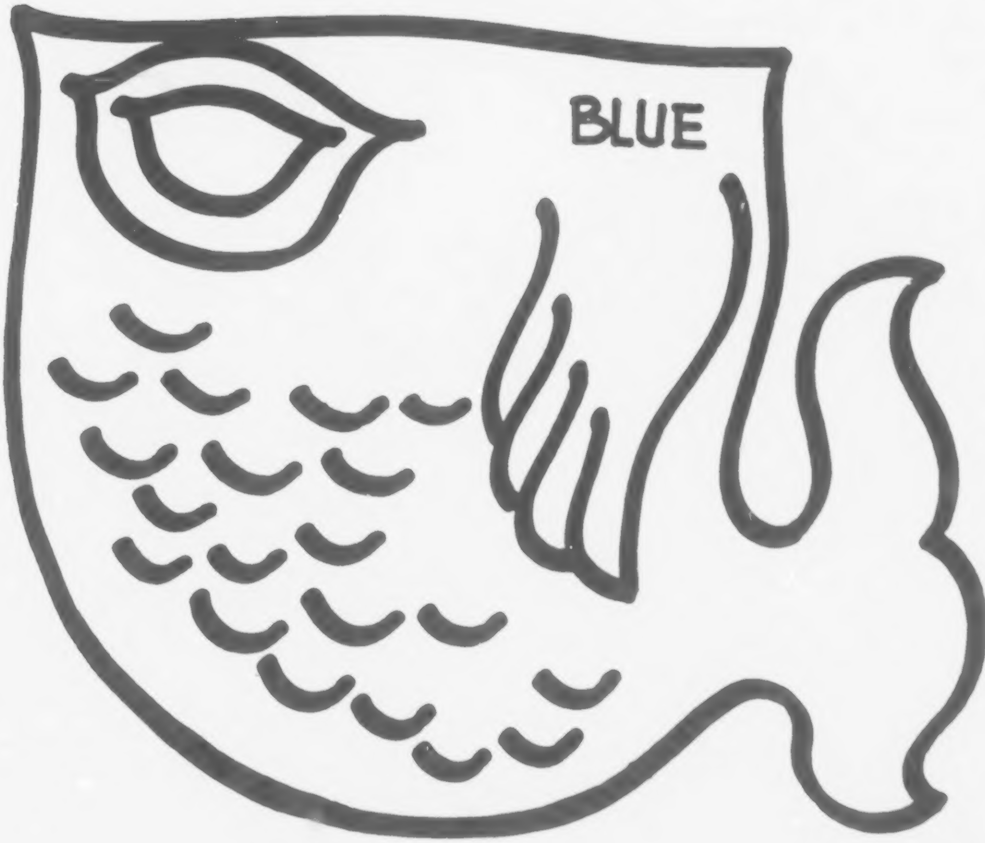



GREEN
ORANGE
GREEN
WHITE
GREEN
ORANGE
CHARLIE
CARROT

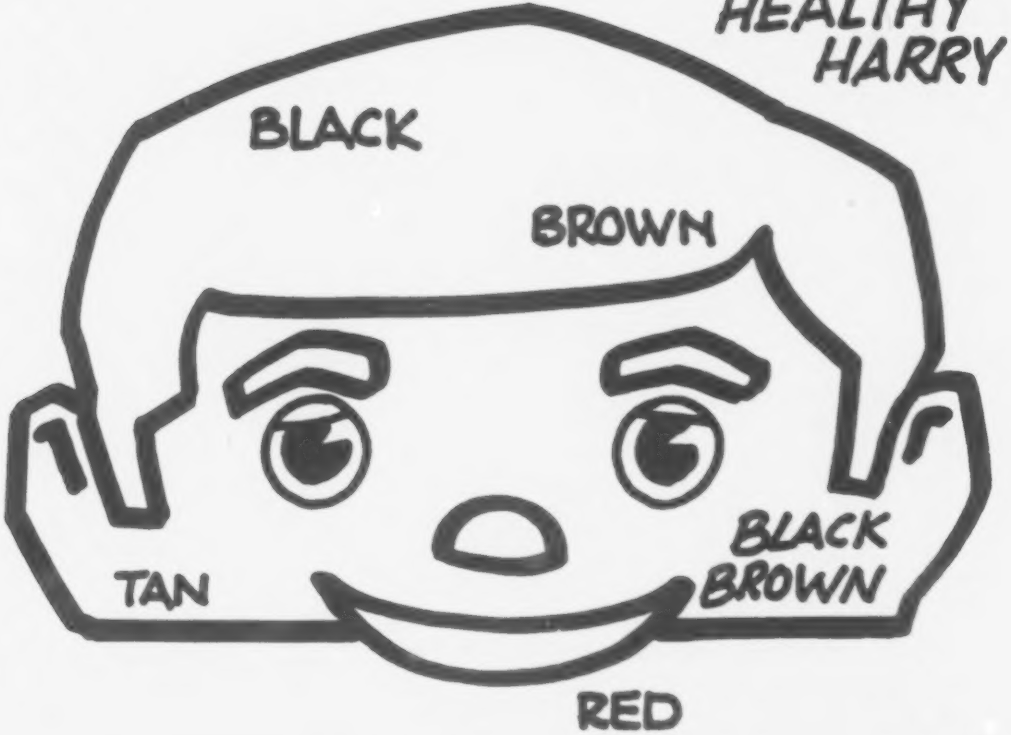

LIGHT BLUE
BEIGE
DARK BLUE
LIGHT BLUE
CINDY CEREAL
WHITE
BLACK
RED

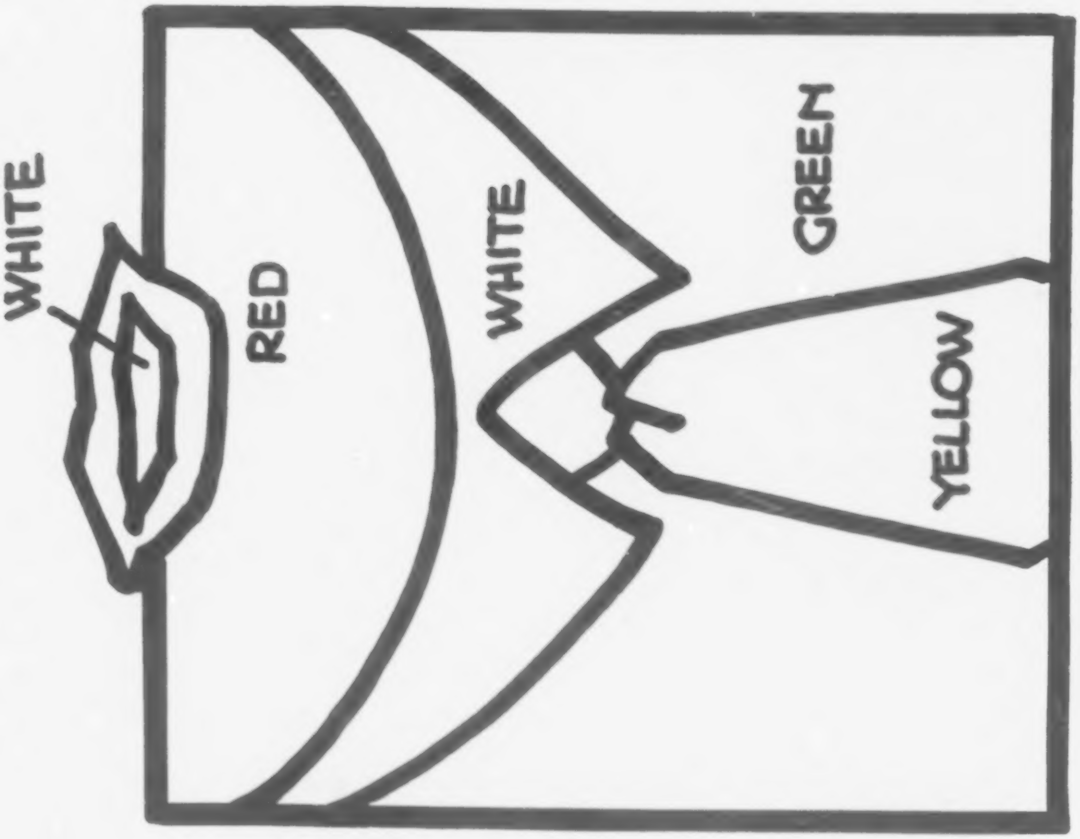
FRED FISH



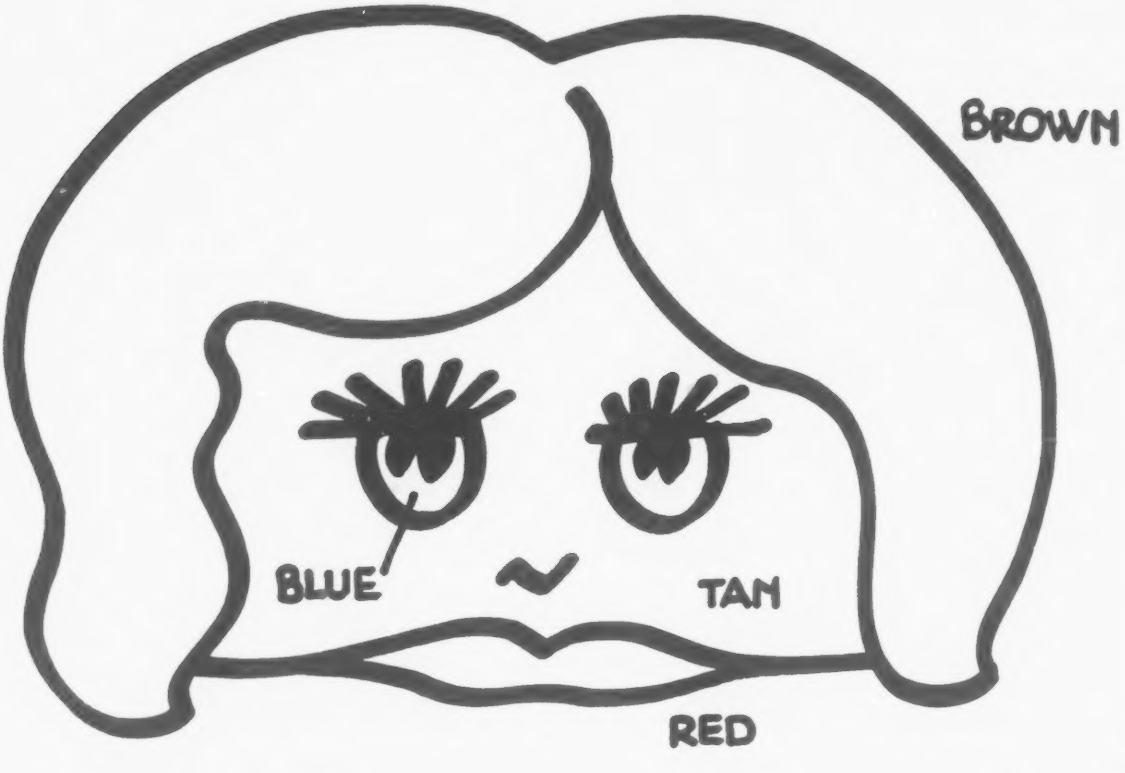


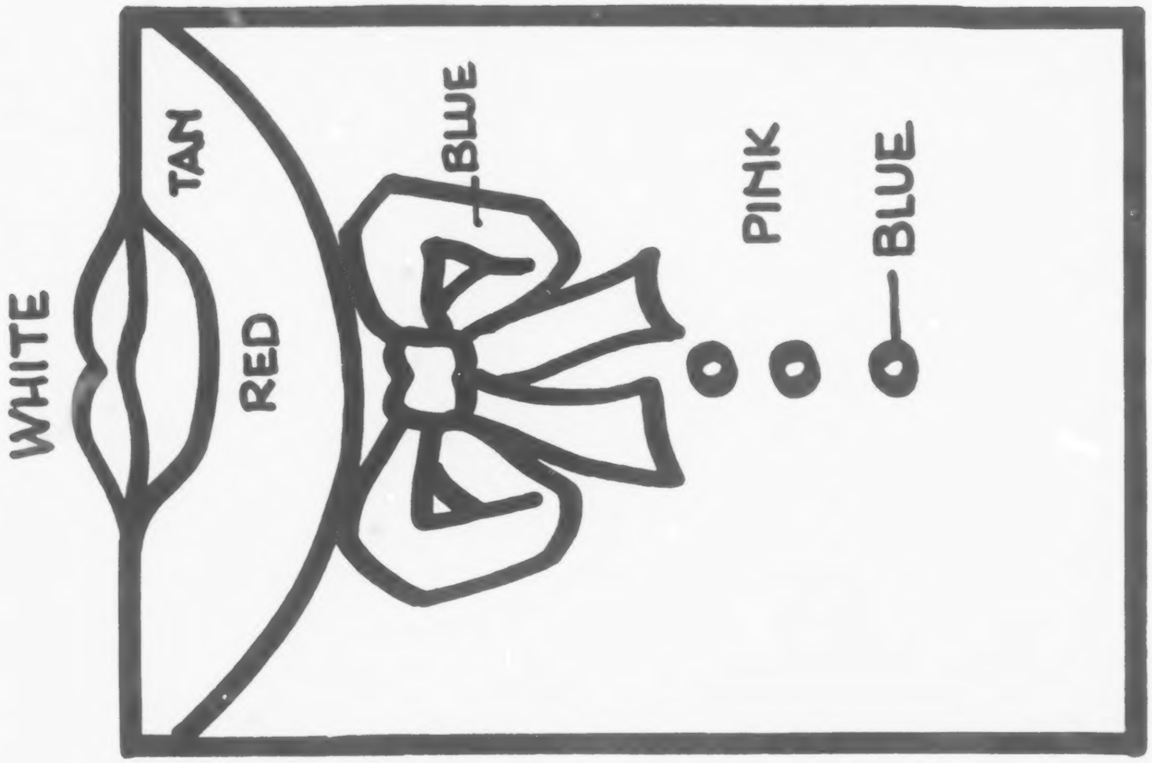
HEALTHY HARRY


BLACK
BROWN
BLACK
BROWN
TAN
RED

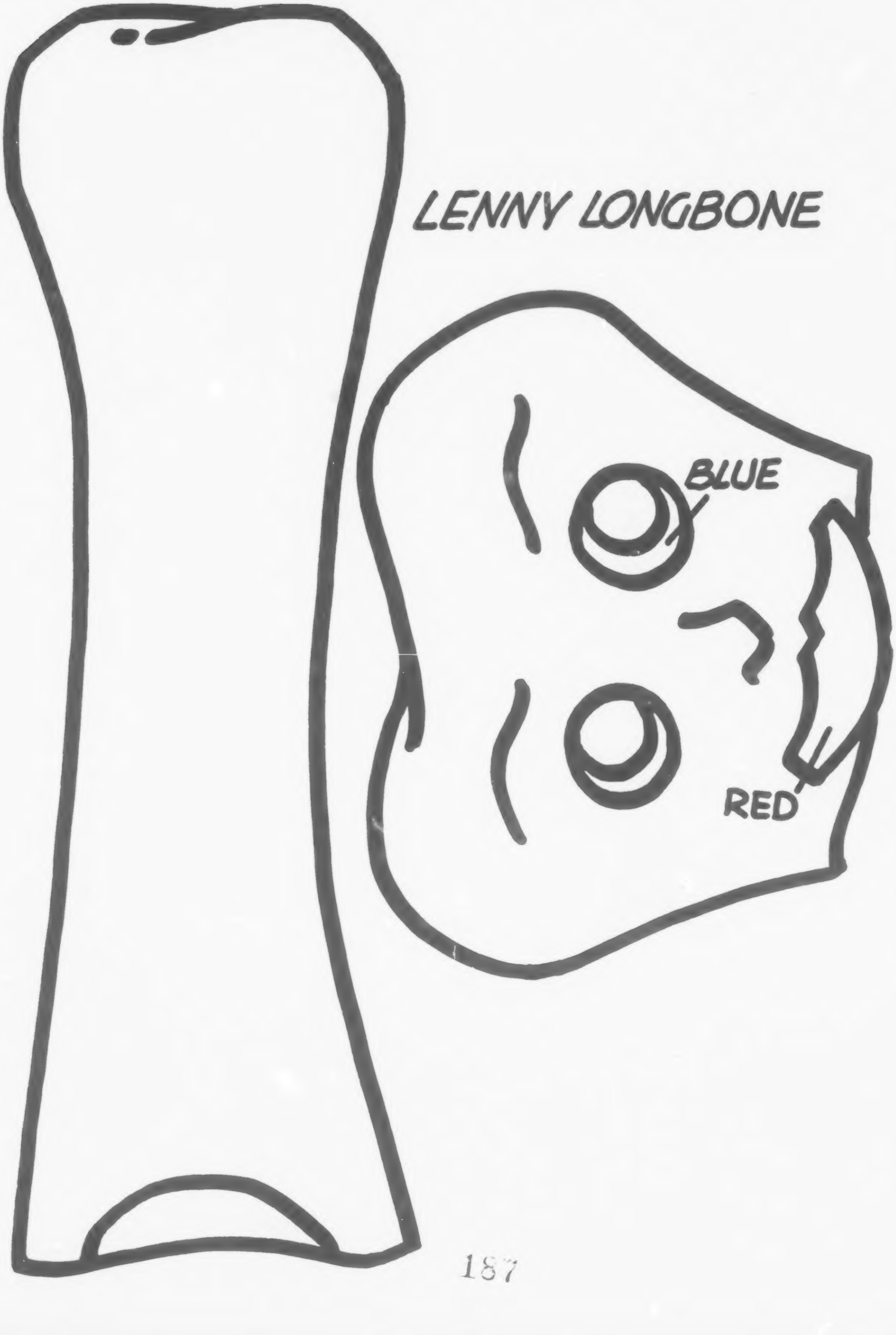

WHITE
RED
WHITE
GREEN
YELLOW

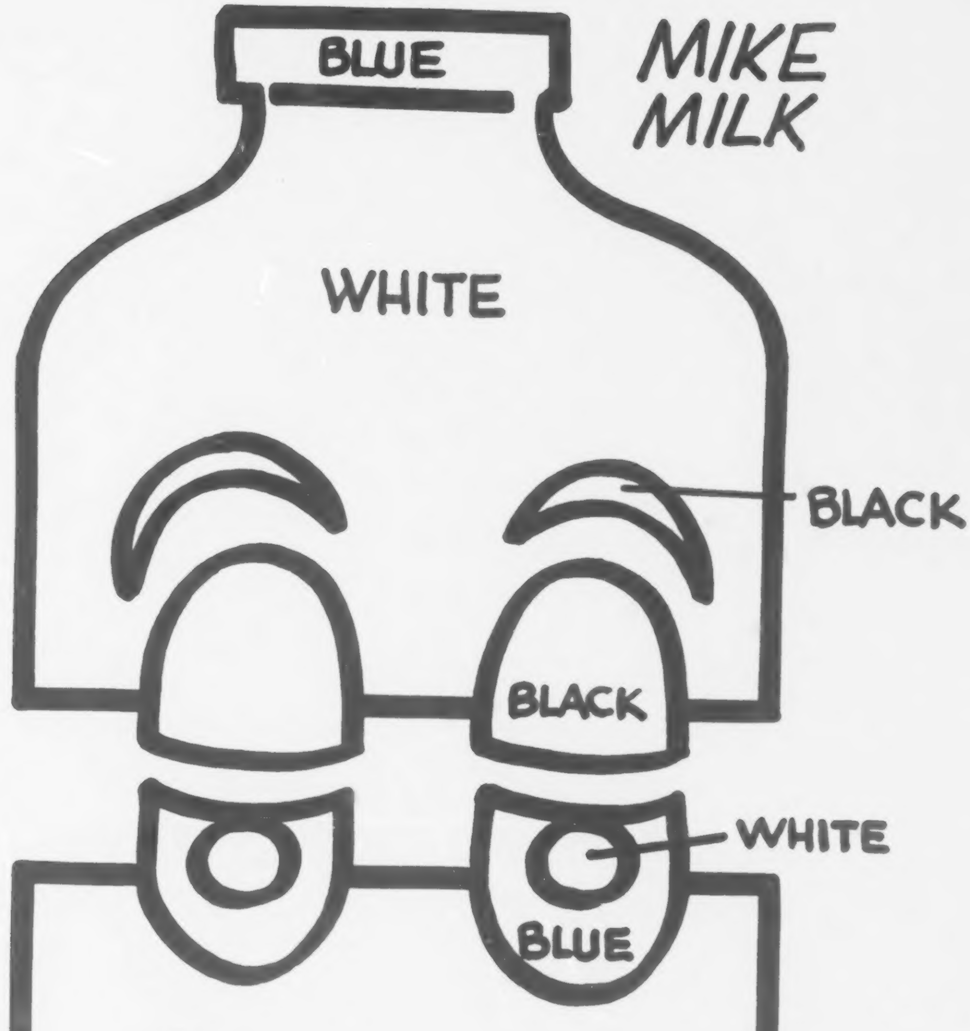
HEALTHY HILDA


BROWN
BLUE
TAN
RED

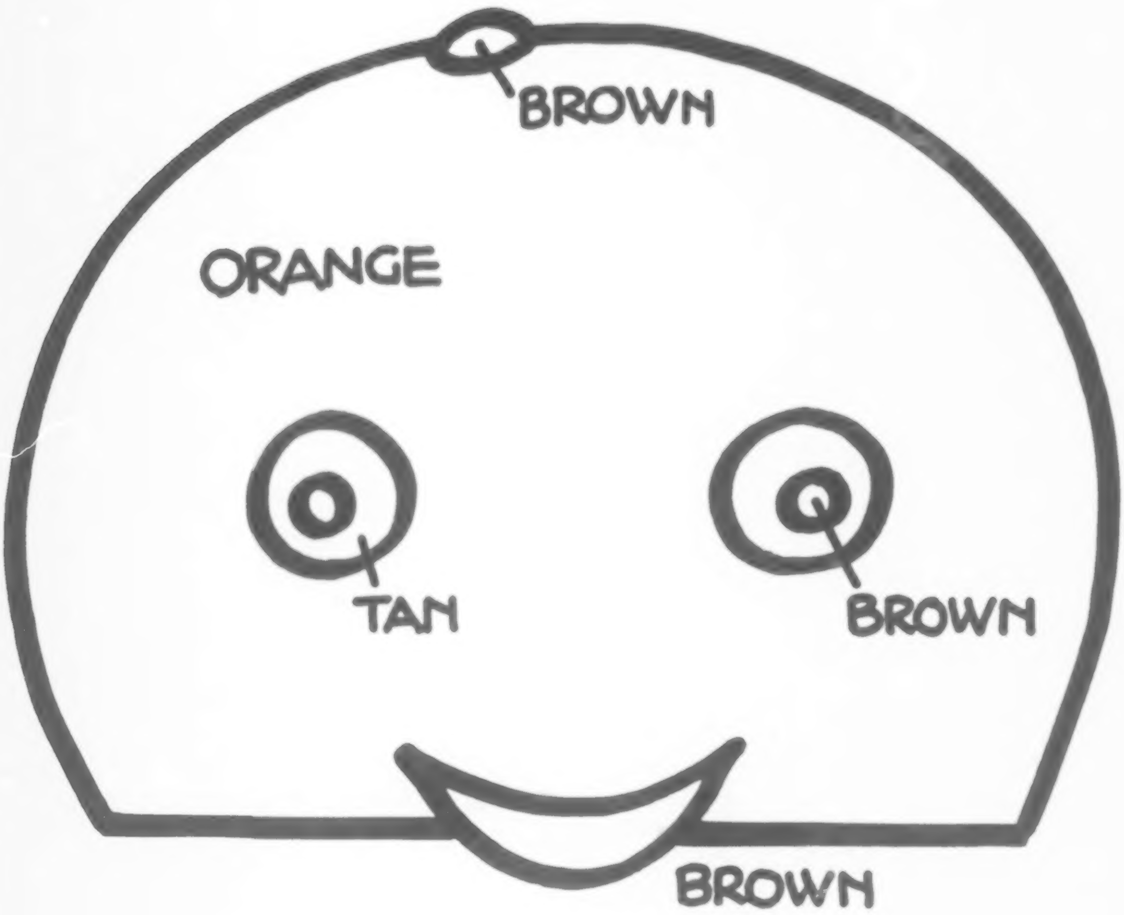

TAN
BLUE
PINK
BLUE
WHITE
RED

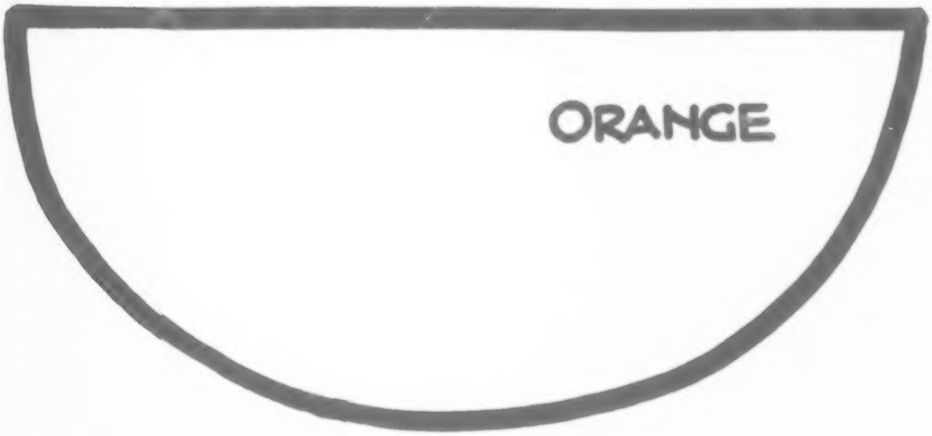
LENNY LONGBONE



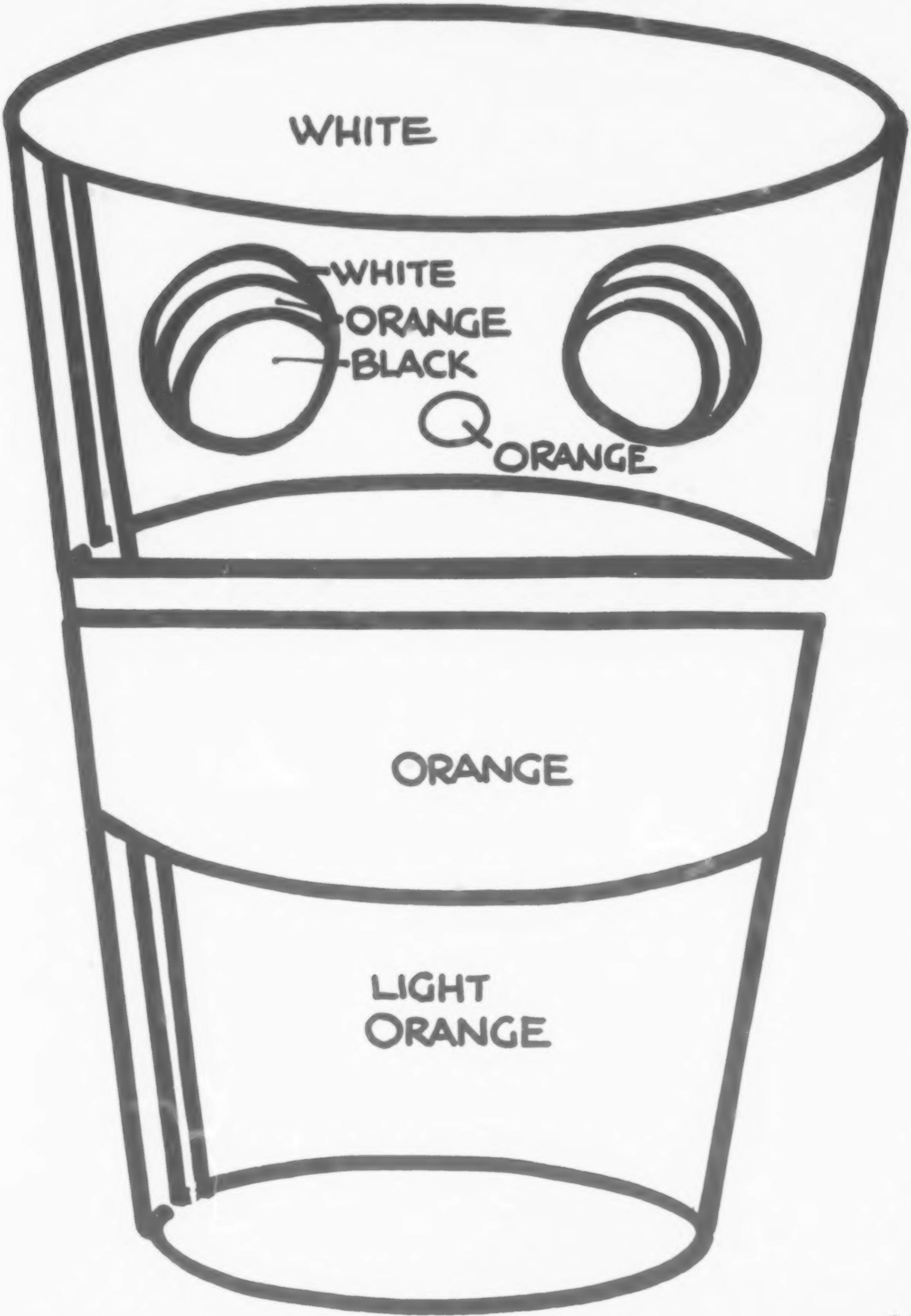

MIKE
MILK
BLUE
WHITE
BLACK
BLACK
WHITE
BLUE
BLUE
WHITE

OSCAR ORANGE


BROWN
ORANGE
TAN
BROWN
BROWN

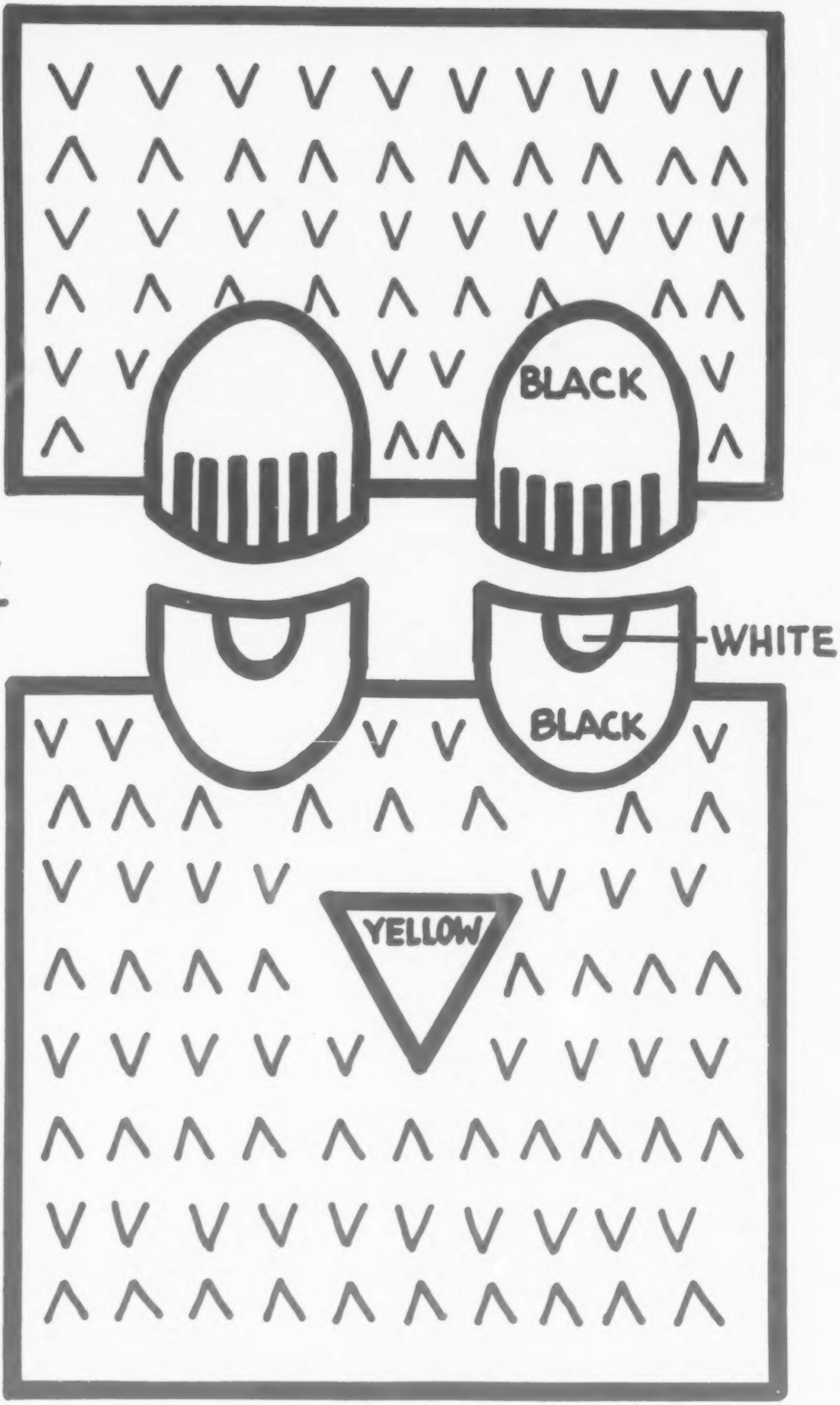


OSCAR ORANGE JUICE

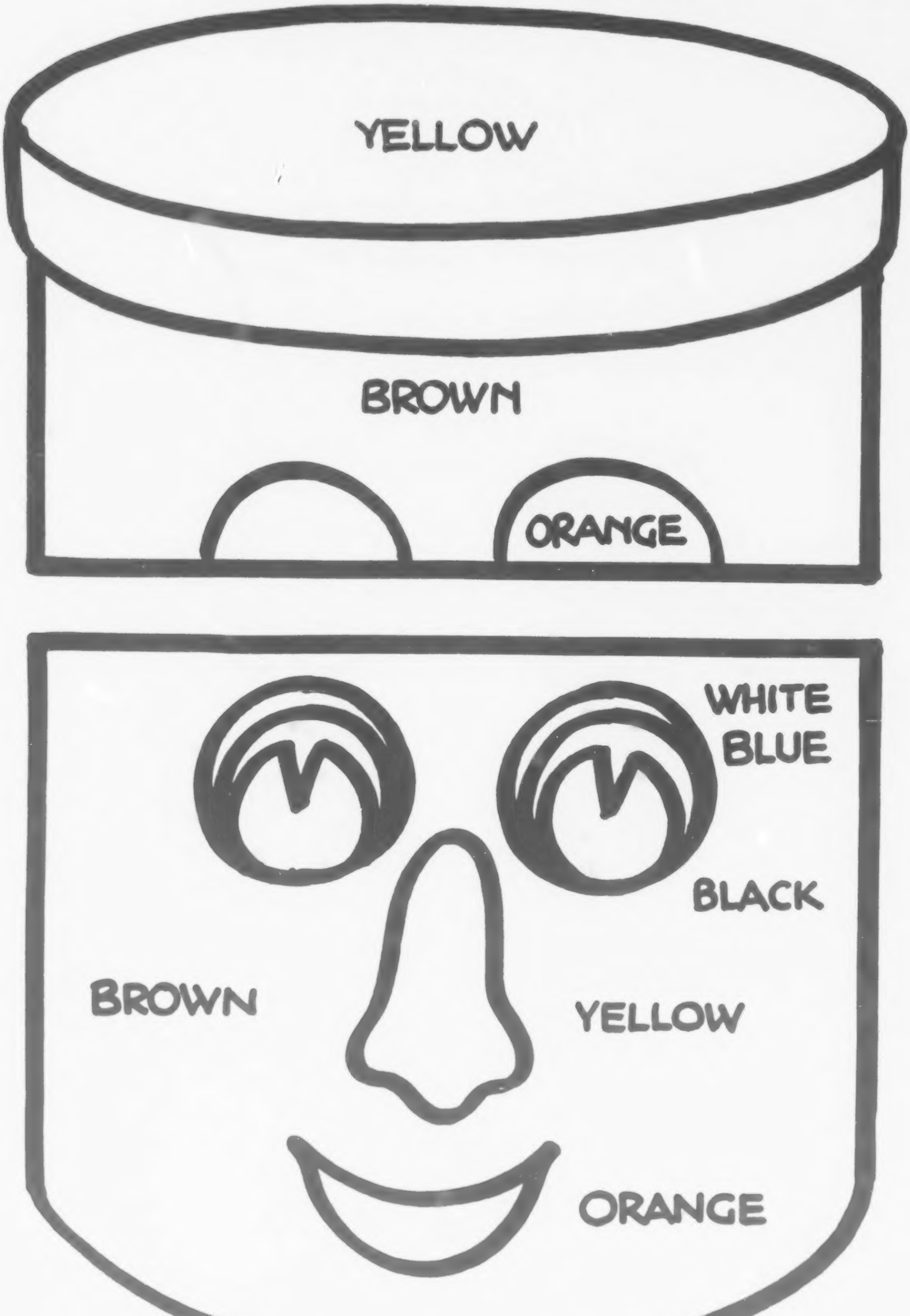

WHITE
WHITE
ORANGE
BLACK
ORANGE
ORANGE
LIGHT ORANGE

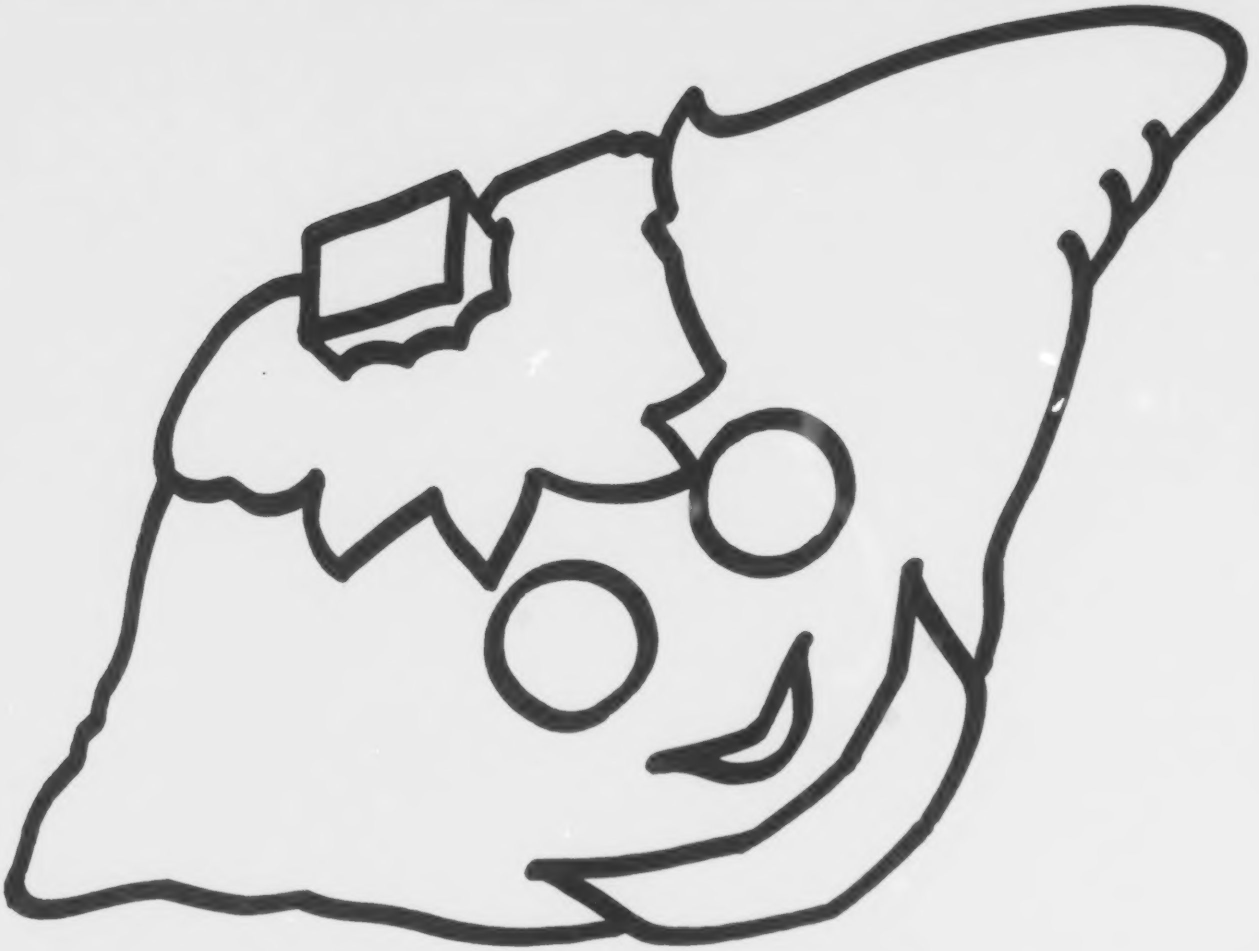
G 13

OWL

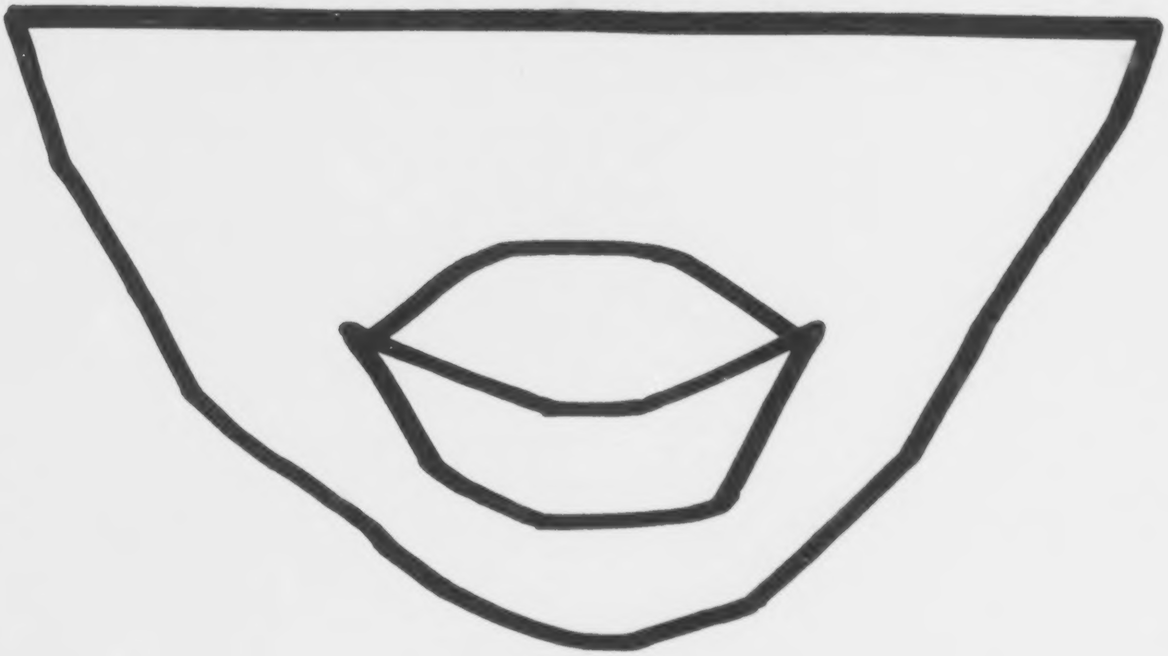

BLACK
WHITE
BLACK
YELLOW

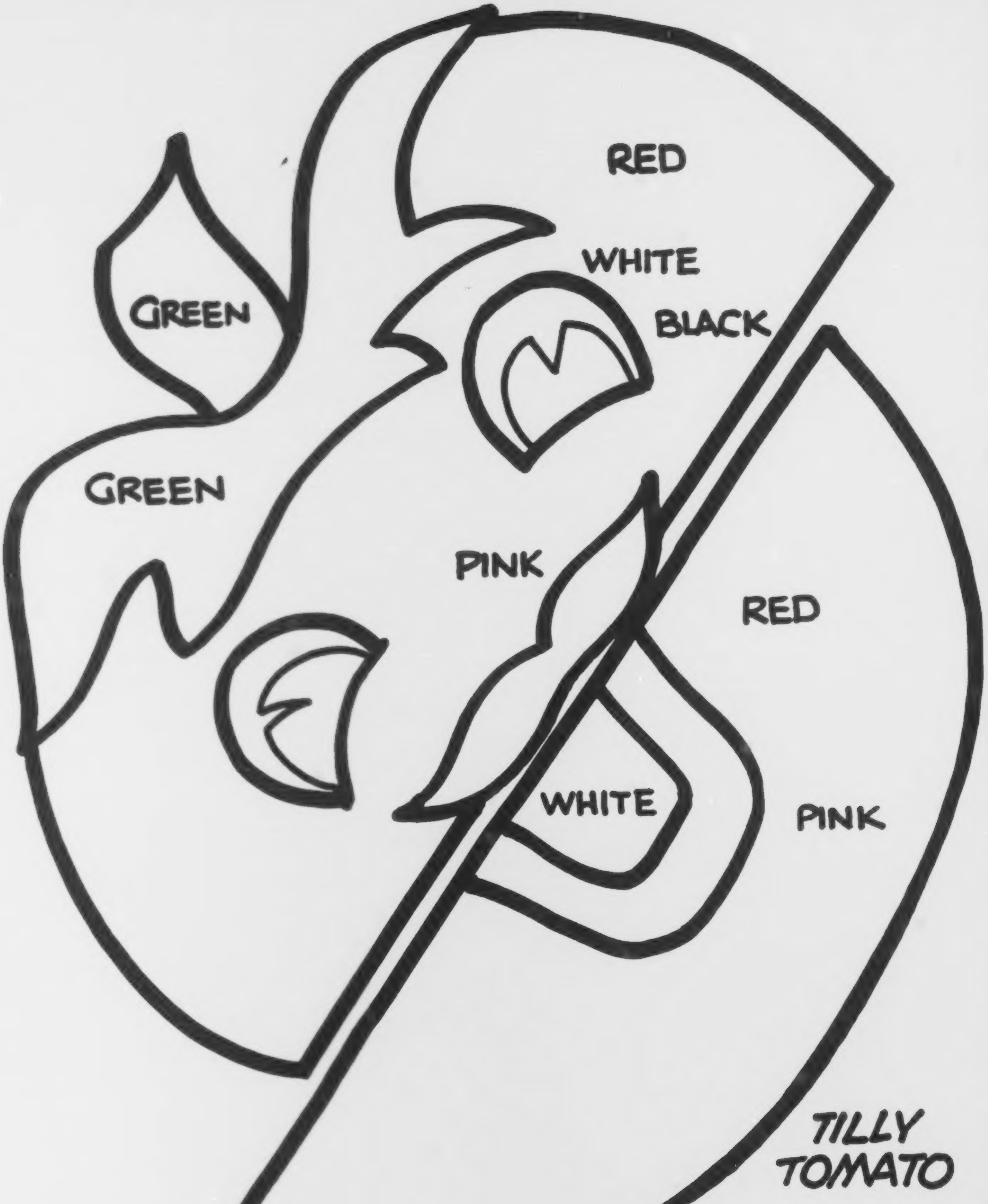
PERRY PEANUT BUTTER


YELLOW
BROWN
ORANGE
WHITE
BLUE
BLACK
BROWN
YELLOW
ORANGE

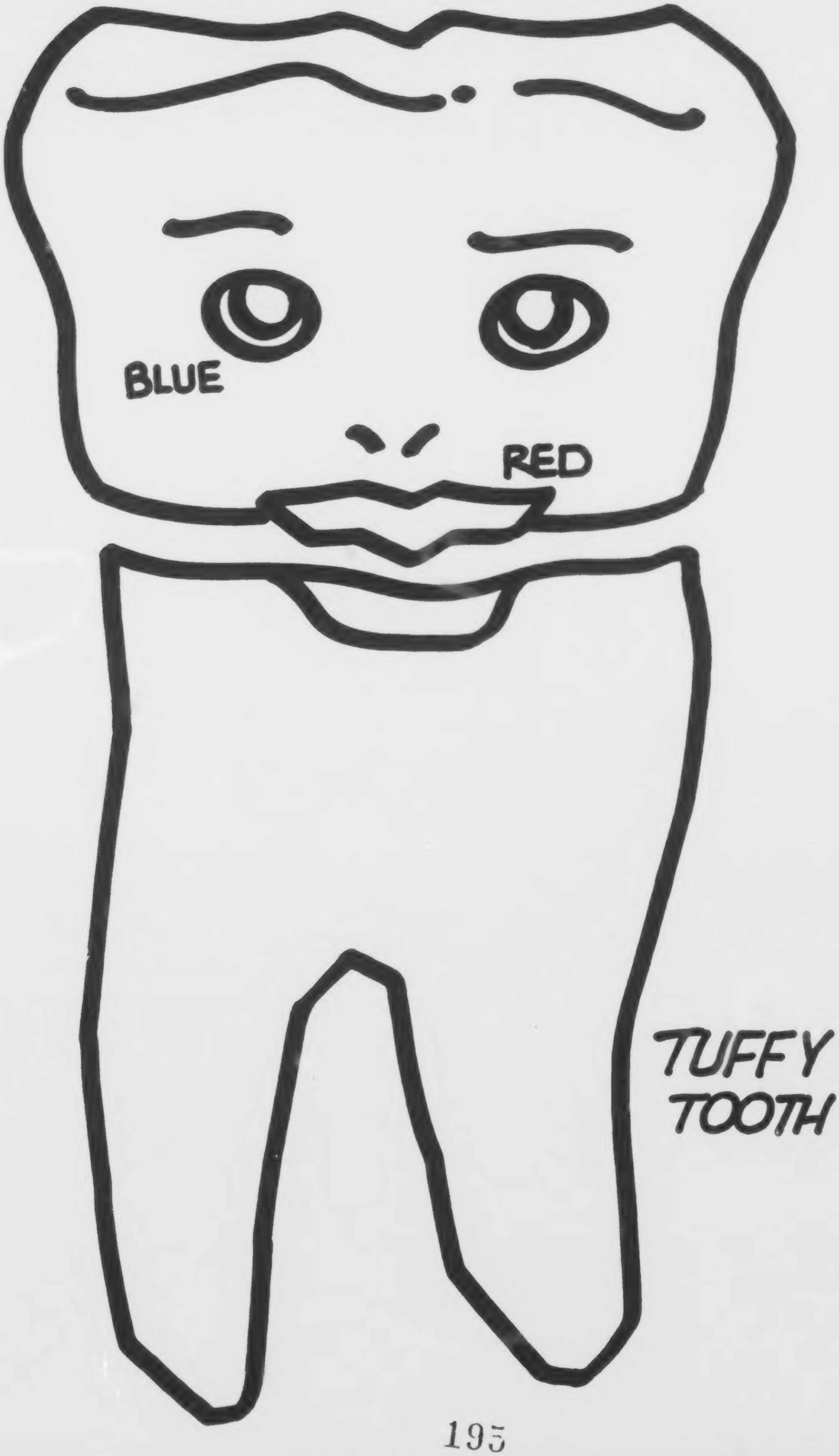


SUSIE SWEETPOTATO




RED
WHITE
BLACK
GREEN
GREEN
PINK
RED
WHITE
PINK
TILLY TOMATO

G 17


BLUE
RED
TUFFY
TOOTH

G18

SOURCE: Cornacchia, Staton, Irvin, — HEALTH IN ELEMENTARY SCHOOLS, 1970

PUPPETS:

Make puppets from construction paper and tongue blades. The puppet head should be about 12 inches high with the following rhymes written on their backs.

Celery:

"I'm Madam Celery;
So much fun to eat;
Serve me at your snack-time;
Then you'll want no sweet."

Apple:

"I'm Mr. Apple;
A juicy, swooshly bite;
Eat me every day;
To keep your teeth just right."

Orange:

"I'm Madam Orange;
The sunshine color you see;
I protect you from illness;
Because I give you Vitamin C."

Milk:

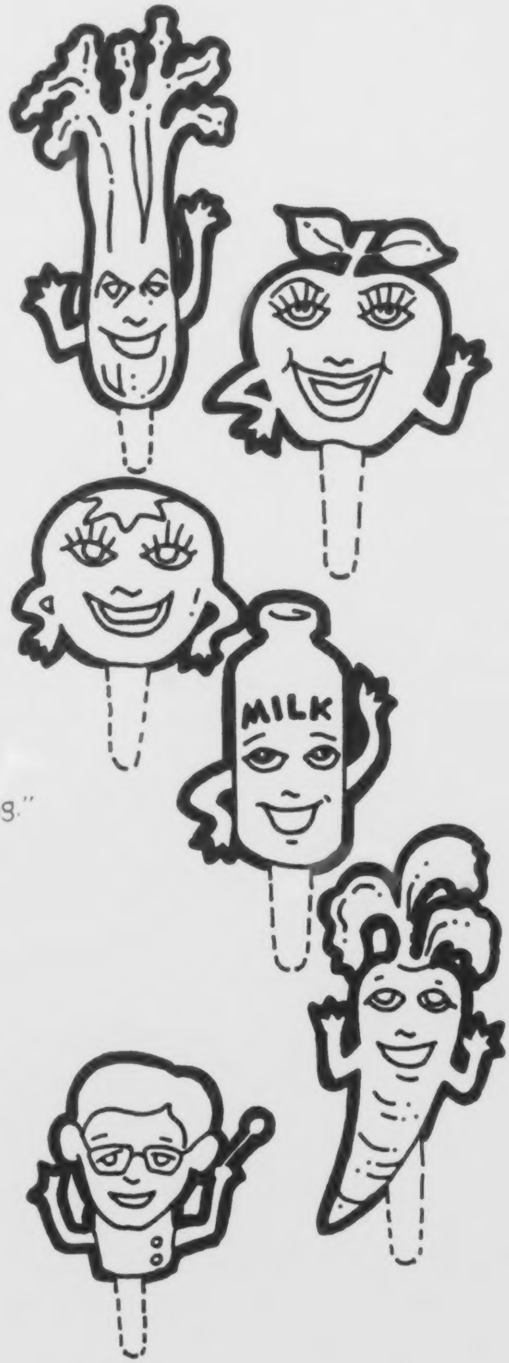
"I'm your nice, sweet milk;
I'll make bones and teeth grow strong;
Drink and drink and drink some more;
Then you'll be healthy your whole life long."

Carrot:

"I'm Mrs. Carrot;
So much fun to eat;
I go crunch, crunch, crunch, crunch;
Between your strong, white teeth."

Dentist:

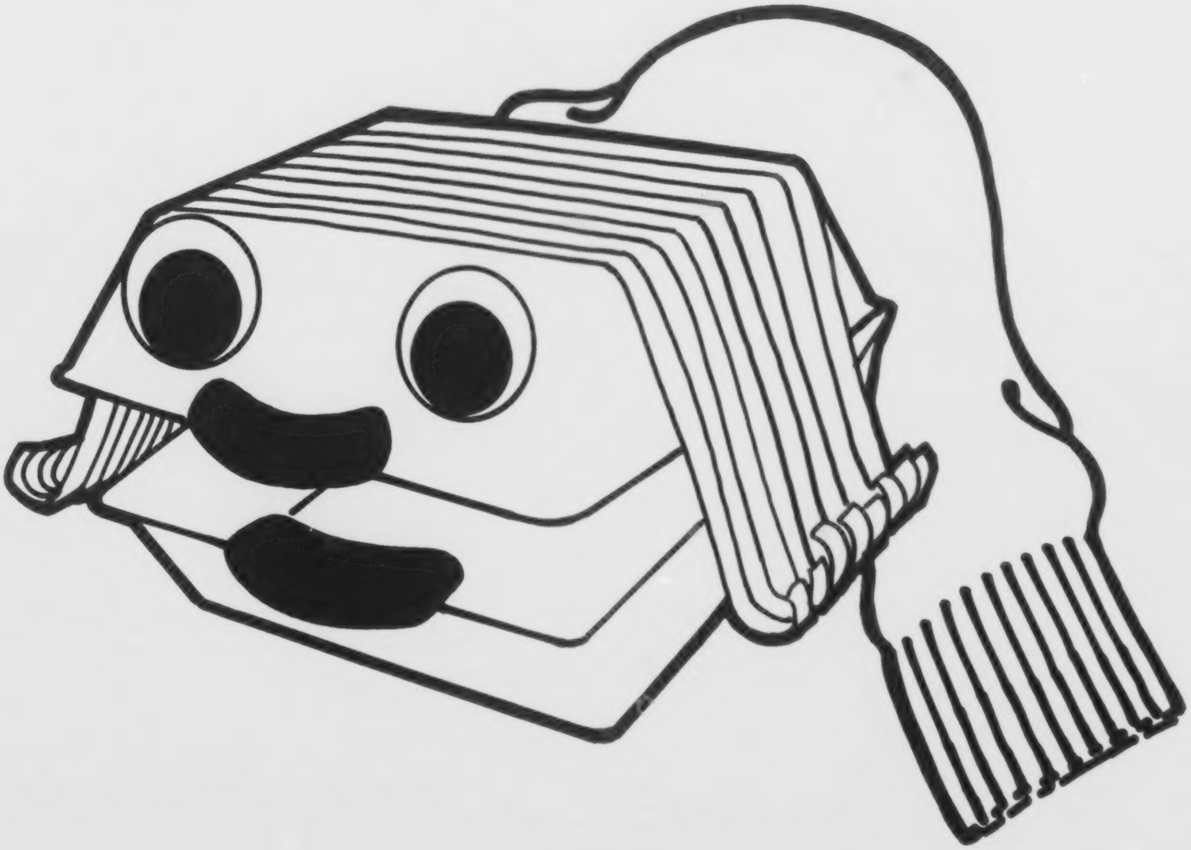
"I am your friend the dentist;
Come see me any day;
I'll hunt out all cavities;
And fill them right away."



STYROFOAM SANDWICH CARTON PUPPET

Materials Needed:

- Styrofoam sandwich carton
- Two buttons or movable eyes (available in craft shops)
- Red felt or red marker
- Scraps of yarn, fabric, ribbon, etc.
- Glue
- Sharp knife or scissors
- Sock

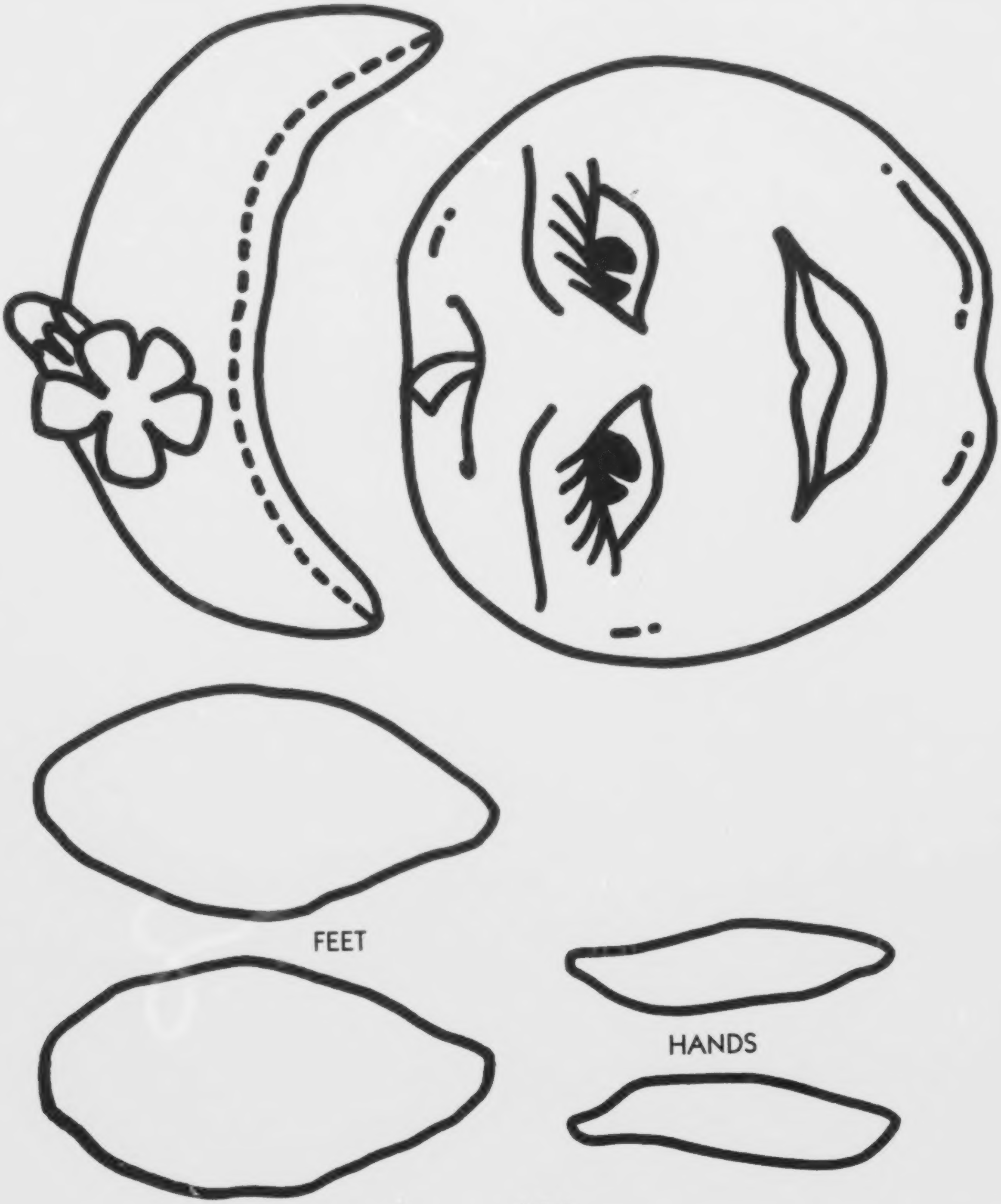


Instructions:

1. Cut finger holes in back of carton, two above the hinge and one below.
2. Decorate puppet by adding facial features —
   - mouth — glue on felt or draw on with marker
   - eyes — glue on buttons or movable eyes
   - hair — cover top of carton with yarn, fabric, ribbon, etc.
3. The sock is the puppet's body. Place it on your arm, bunched up; then hold the head with the finger holes. As the puppet "eats" good foods, creep the sock up your arm to show that it is growing!

"ALICE APPLE"

MAY BE MADE OF CONSTRUCTION PAPER. USE TWO NARROW STRIPS OF PAPER FOLDED ACCORDIAN FASHION TO ATTACH HANDS AND FEET TO BODY.



THE CITRUS FAMILY

Florida Department of Citrus
P. O. Box 148, Lakeland, Florida 33802

The citrus family consists of:

Father — Grapefruit
Mother — Orange
Boy — Lemon, tangerine or lime.

The parts of the faces are secured to the fruit with straight pins.

EYES: Black construction paper. Space around black of woman's eyes is white with black eyelashes.

MOUTH: Man — Cut from black construction paper.
Woman — Cut from orange construction paper.
Boy — Cut from orange construction paper with one white tooth glued on.

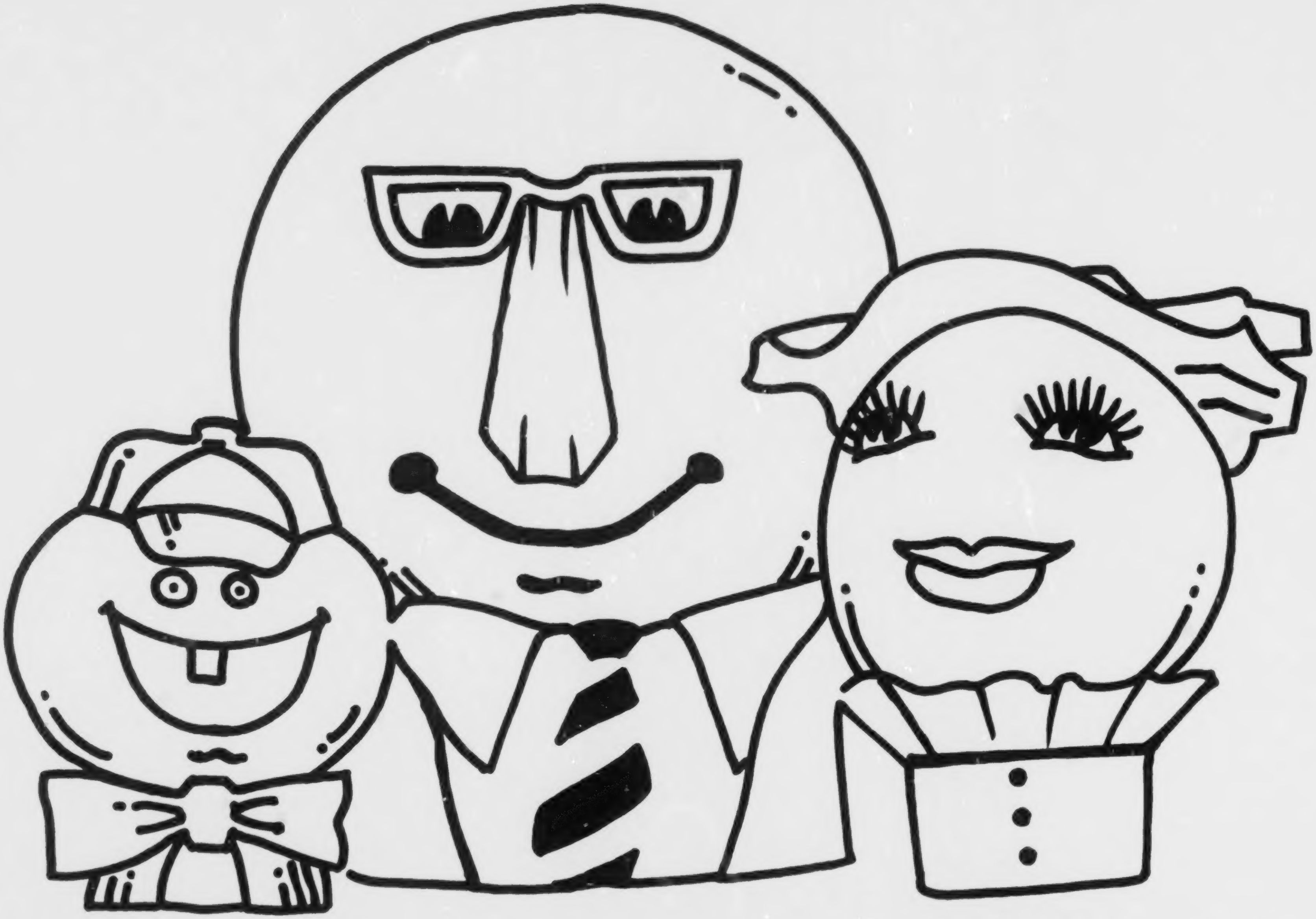
GLASSES: Man — From two short pipe cleaners, shape both sides of the glasses. Stick one end into the grapefruit. Cover this with top of nose.

NOSE: Man — Fashion from yellow construction paper. Cut a semi-circle; crease and fold edges under: Secure with straight pins at the bottom.

HATS: Boy — From construction paper, cut a circle with a bill. Fold out some fullness. Secure folds with staples.
Woman — Cut a circle from construction paper. Glue on a ruffle made of crepe paper and add a contrasting crepe paper bow.

STANDS: For all of the stands, use a strip of tag board stapled into a circle. Several thicknesses of construction paper may be used.
Man: For coat strips, glue on a contrasting color in the shape indicated. The collar may be omitted. Cut tie from construction paper in a color matching the coat. Glue the tie onto the circle between coat strips.
Woman: Glue a crepe paper ruffle to the inside of the tag board circle. Glue construction paper buttons to the circle front.
Boy: With a felt tip marker, draw lines on circle. From a construction paper strip, fashion a tie and glue onto circle.

HAIR: Man — From black construction paper, cut a strip of paper; fringe one edge. Secure to fruit with straight pins with fringe to the front.

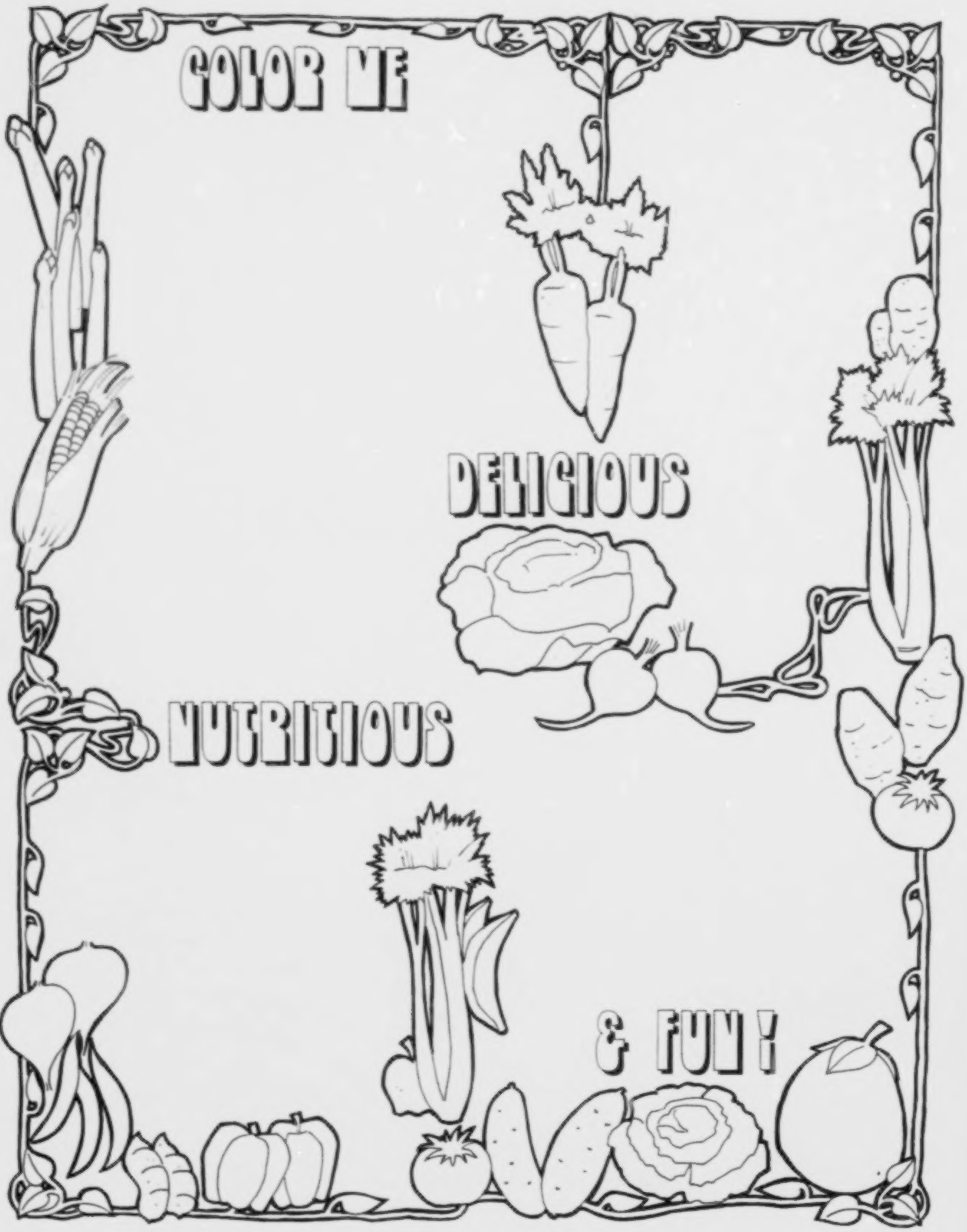


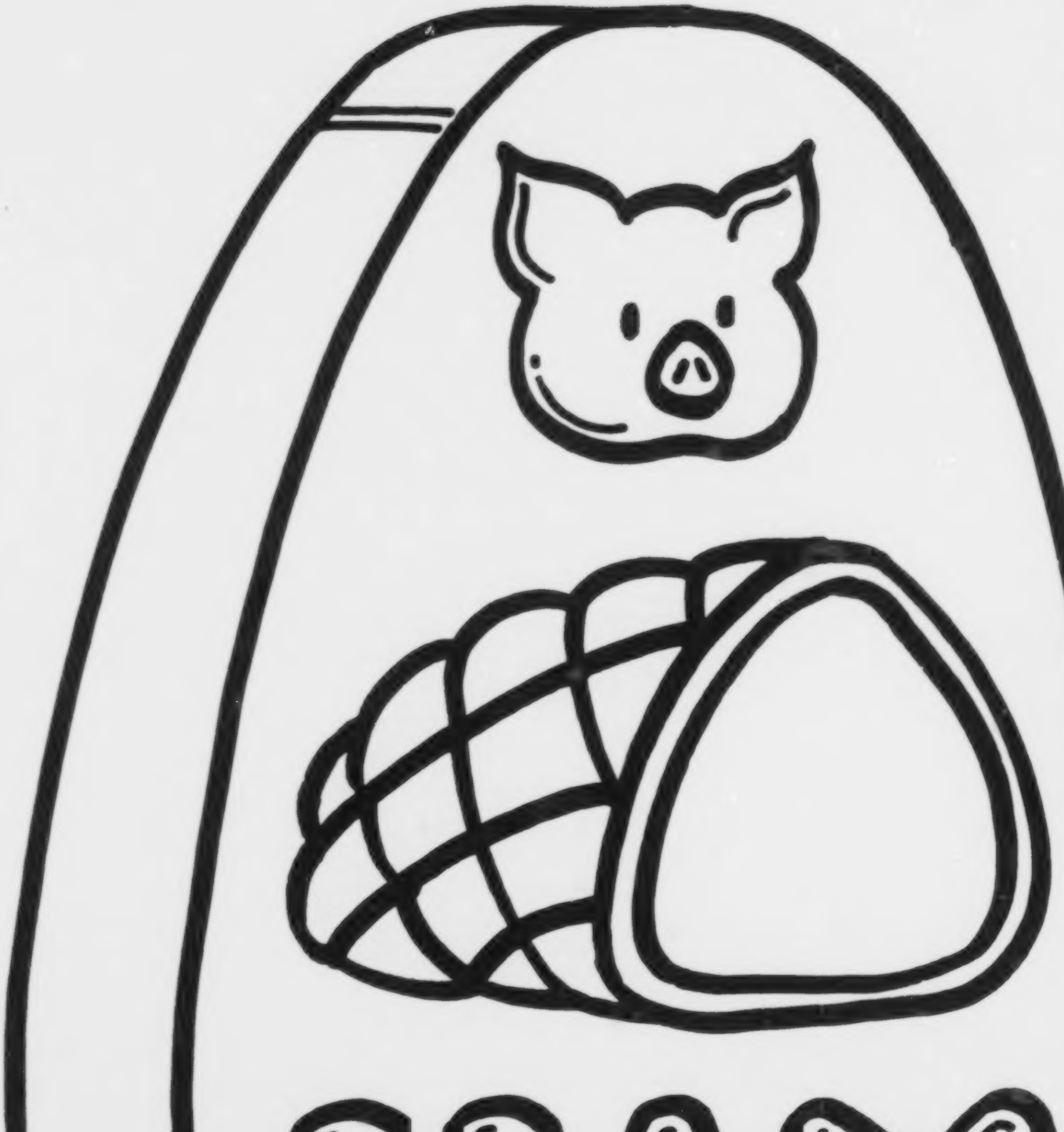
CITRUS FAMILY

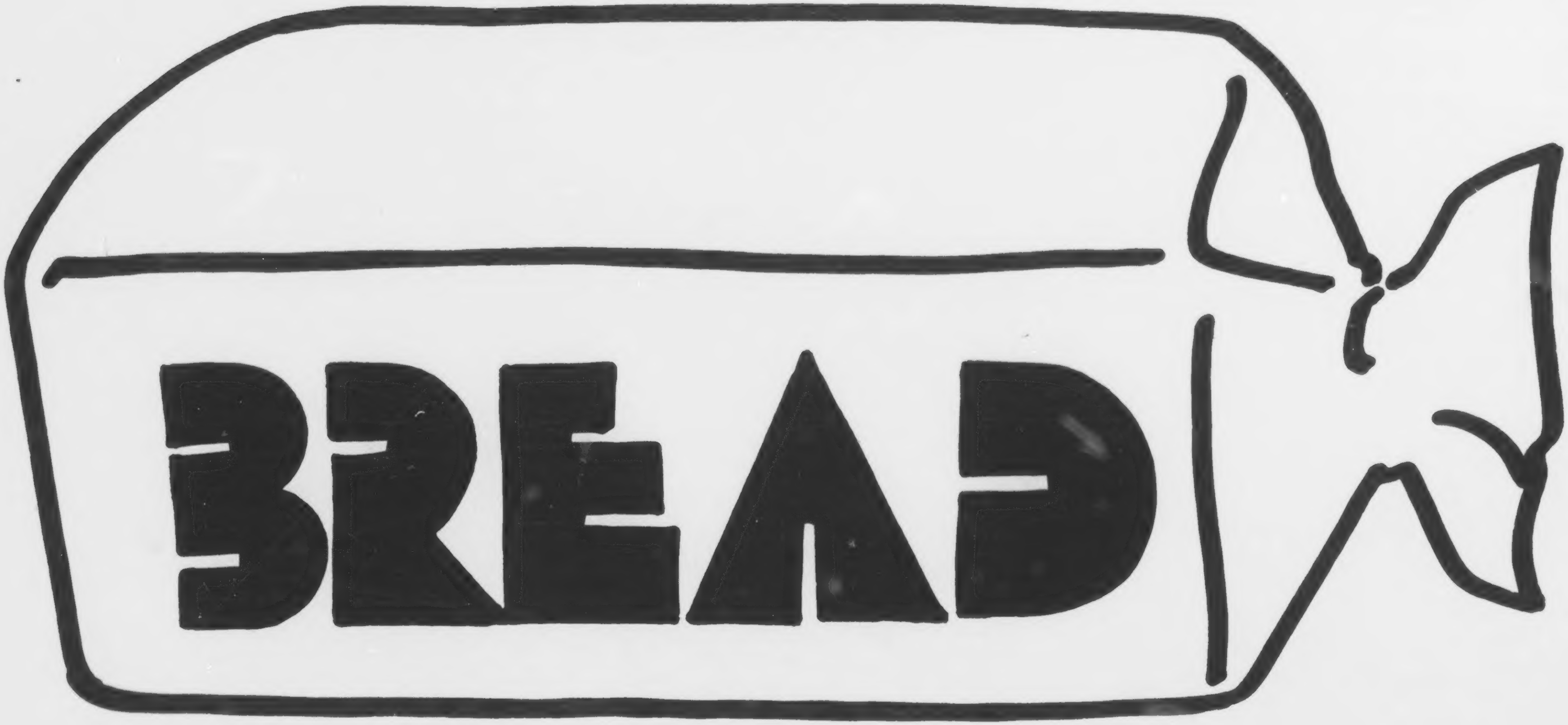
201

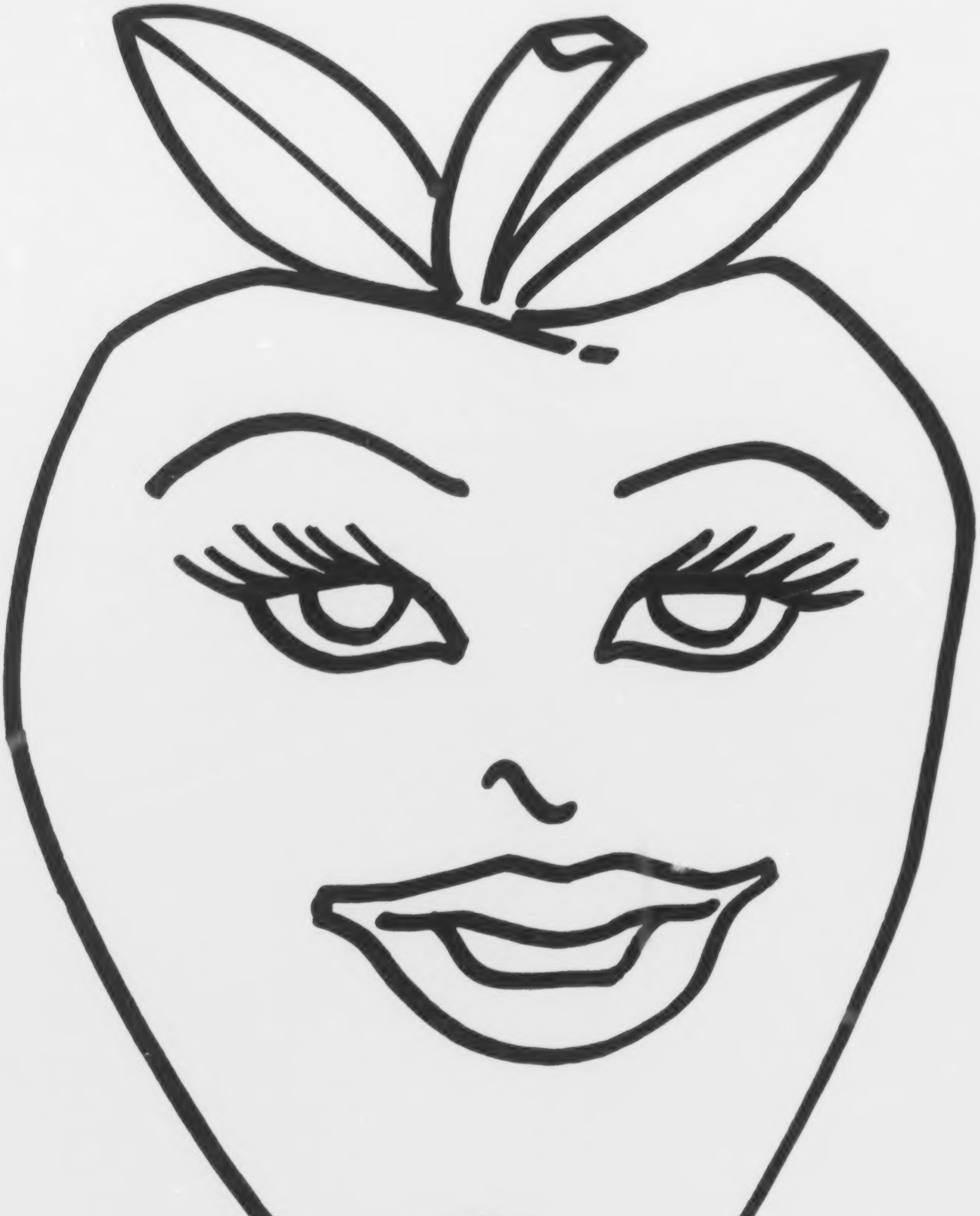
G23

200

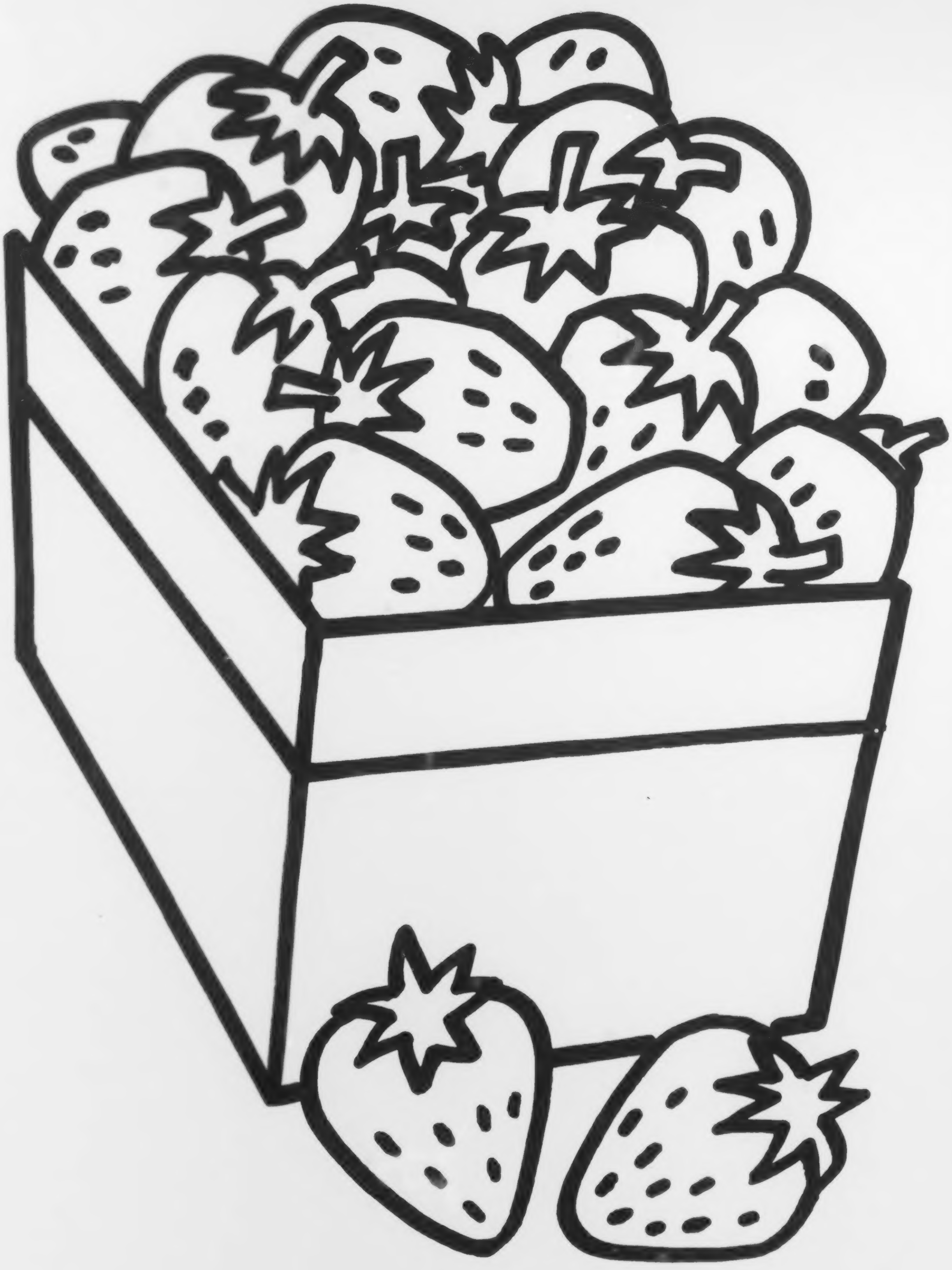

COLOR ME
DELICIOUS
NUTRITIOUS
& FUN!

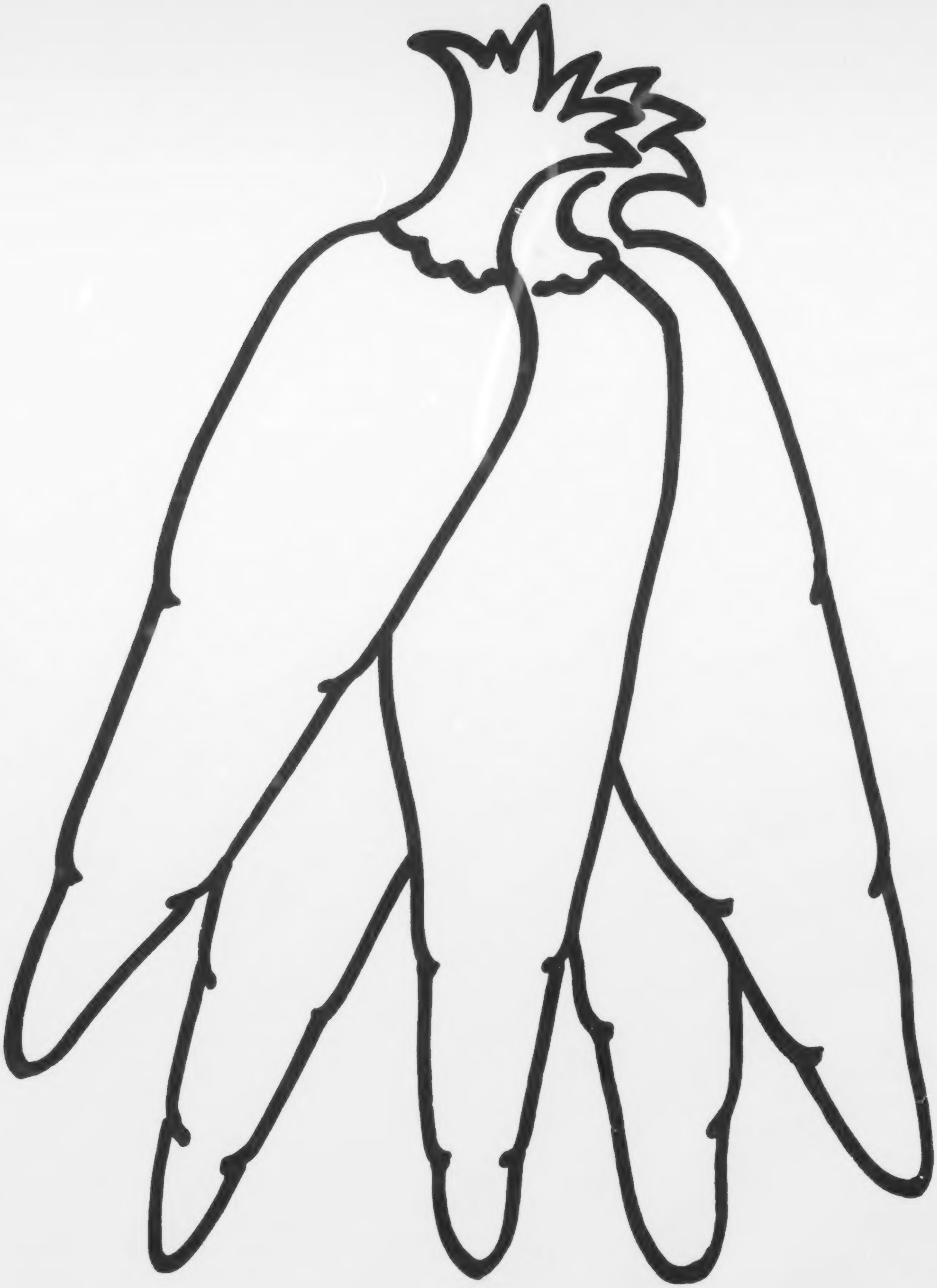

HAM


BREAD

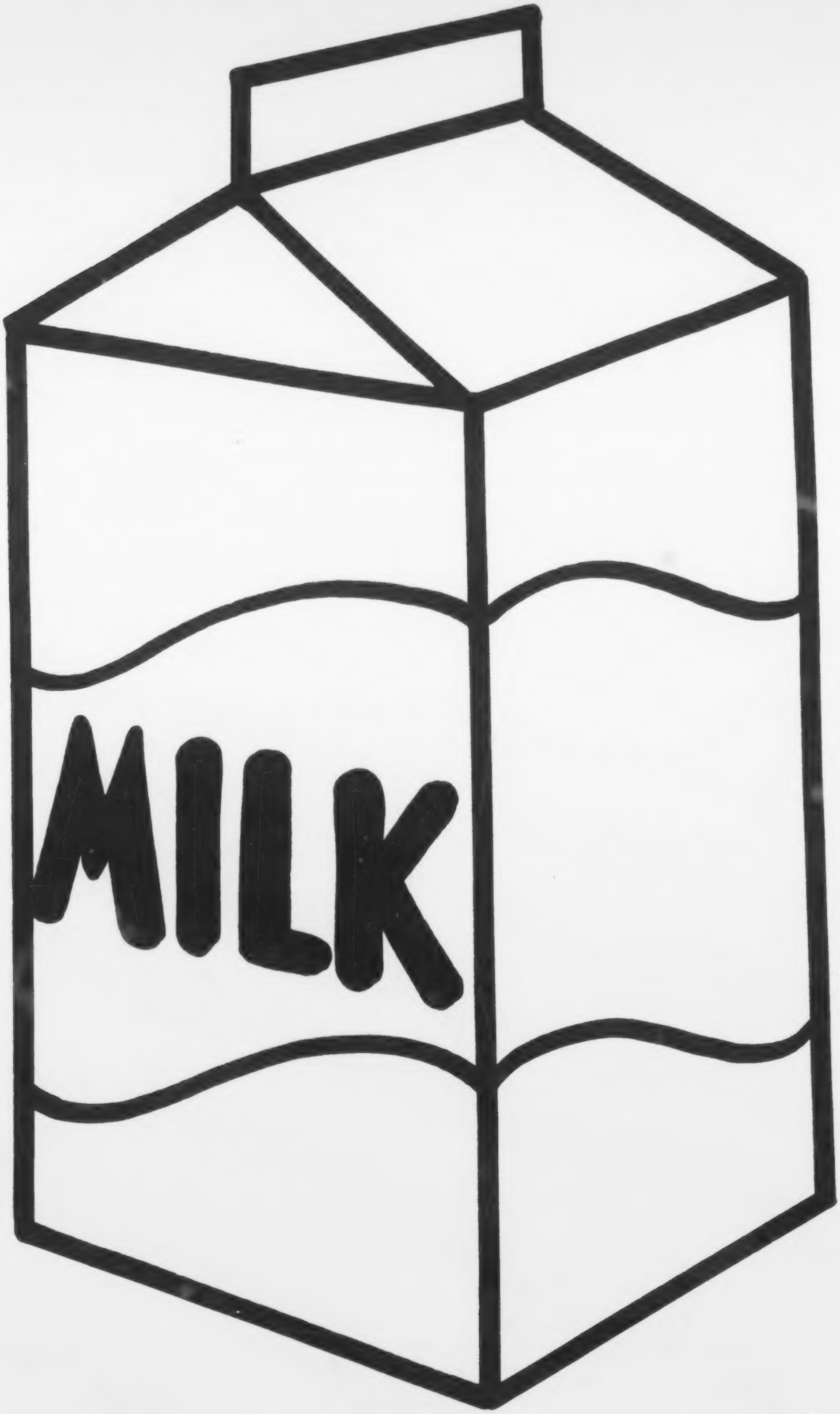


G28





G30



G 31

CREATE A NUTE!

"Nute" is short for nutrient. Each of the following illustrations represents a particular nutrient and could be used to enrich or supplement your teaching. **PROTO** (protein), **CARBO** (carbohydrate), **FATTO** (fat), **VITY** (vitamins), and **MINNY** (minerals) each have a rhyme to share with the students that will help explain the nutrient's particular functions.

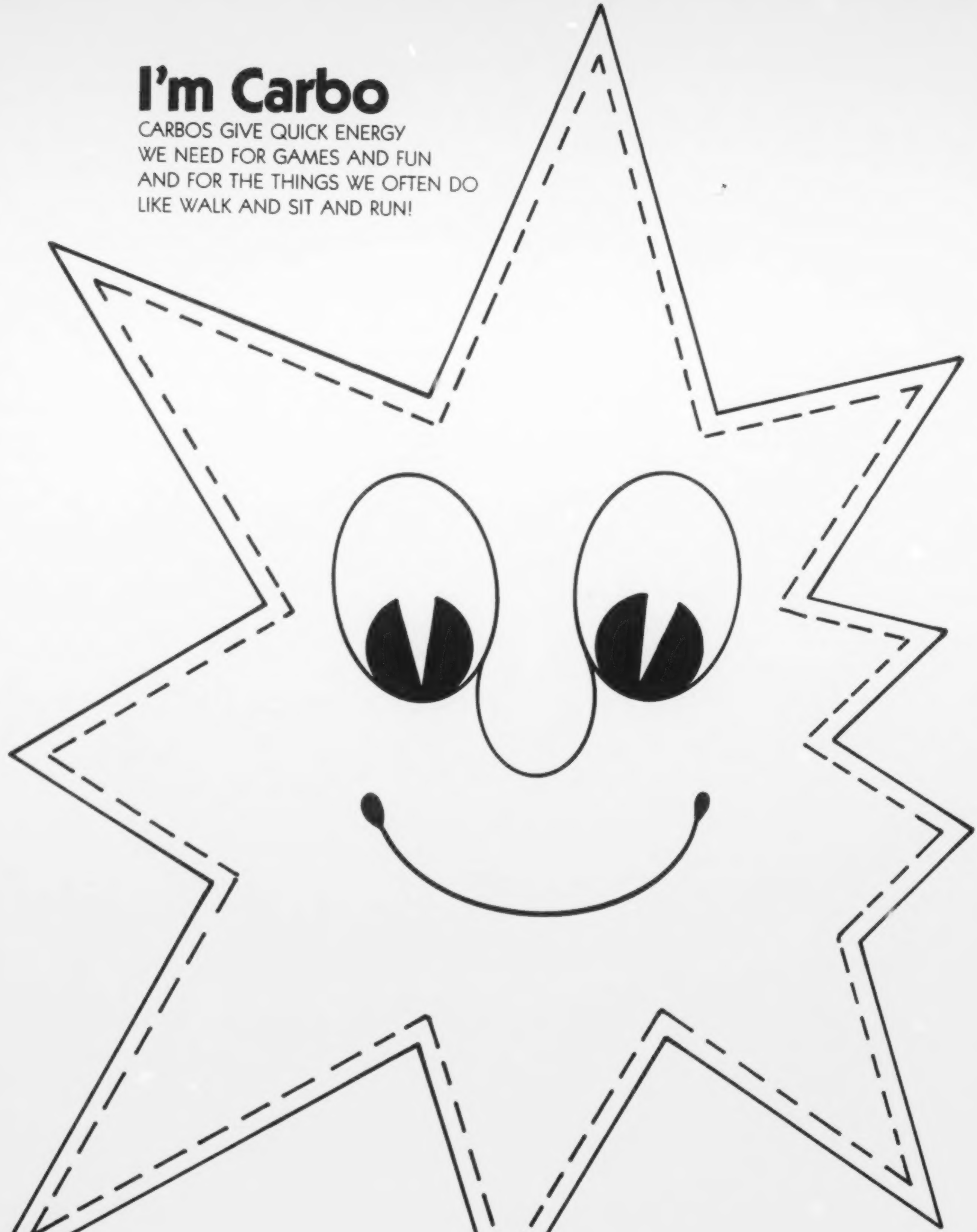
The "nutes" could be reproduced as coloring sheets for the children, used as part of a bulletin board or other type display, or enlarged and made into pillows with felt arms, legs and facial features.

PROTO represents building blocks and is shaped like a red brick, CARBO looks like a sunburst and is bright orange, FATTO is a yellow blob and is the fattest of all the "nutes", VITY is a round, green, happy face, and MINNY, the carpenter of the body, is a blue tool box.

Invite a "nute" to class to tell about itself and to host a tasting party of a food or foods in which it is found!

I'm Carbo

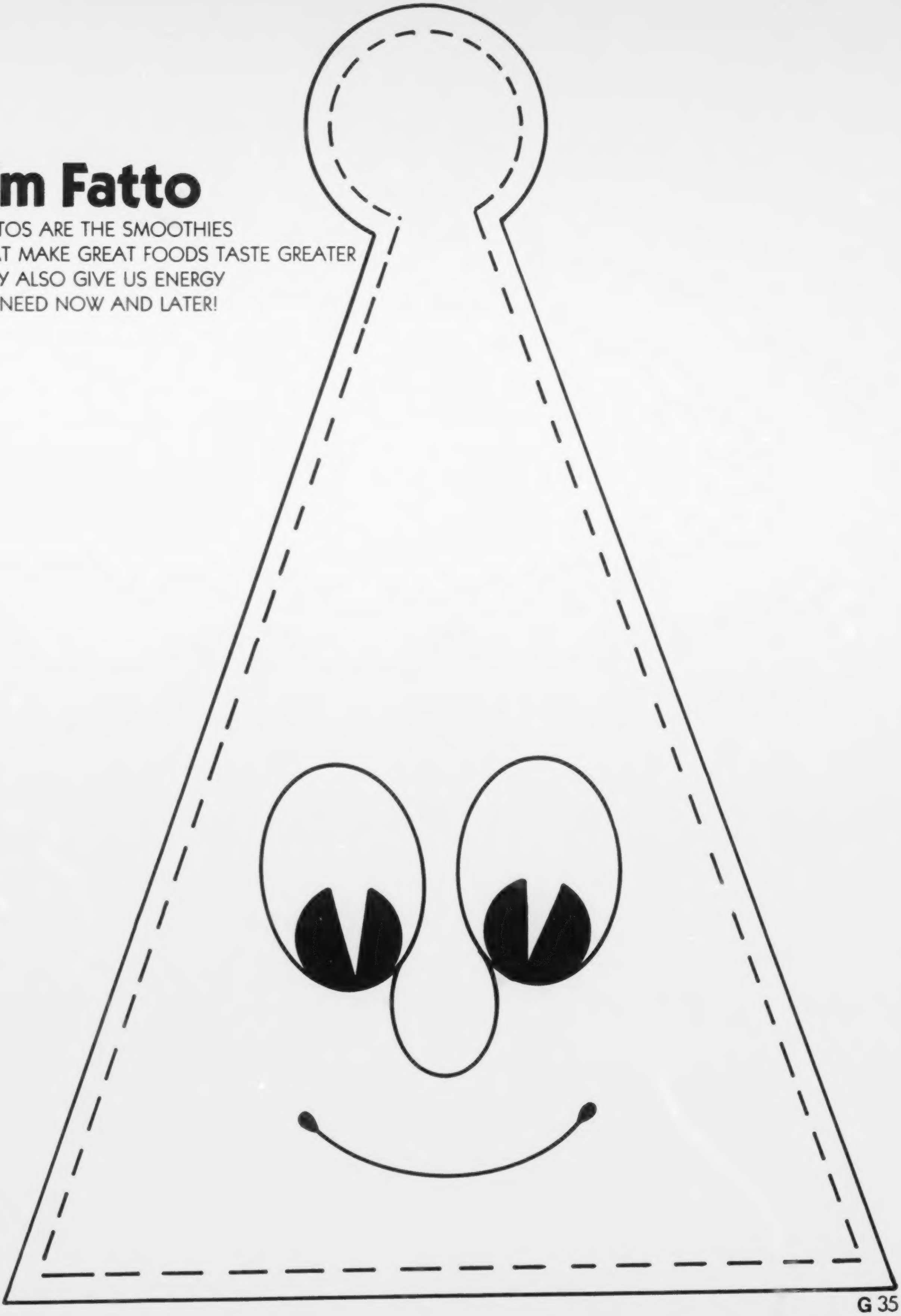
CARBOS GIVE QUICK ENERGY
WE NEED FOR GAMES AND FUN
AND FOR THE THINGS WE OFTEN DO
LIKE WALK AND SIT AND RUN!



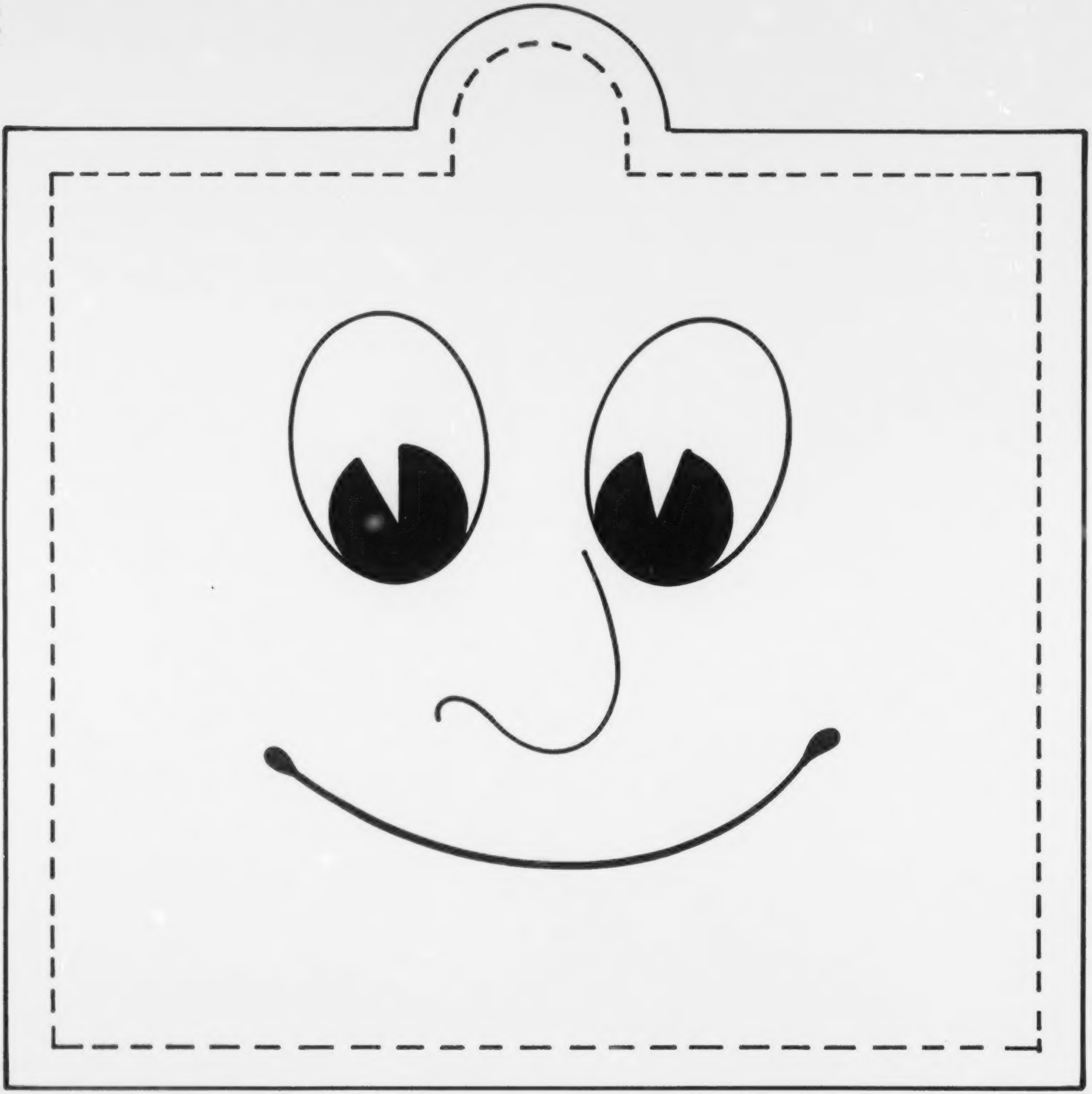
G 34

I'm Fatto

FATTOS ARE THE SMOOTHIES
THAT MAKE GREAT FOODS TASTE GREATER
THEY ALSO GIVE US ENERGY
WE NEED NOW AND LATER!

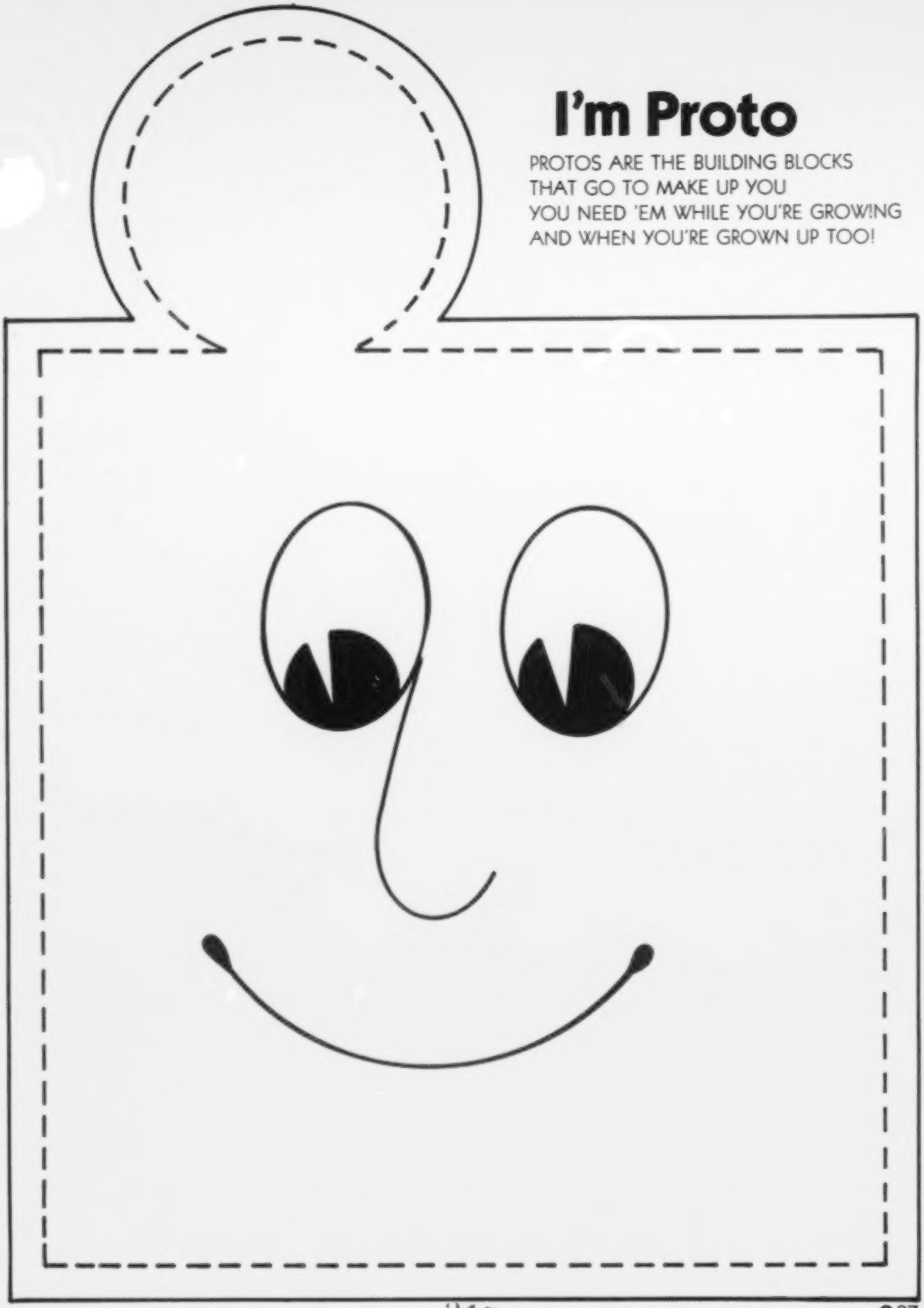


G 35



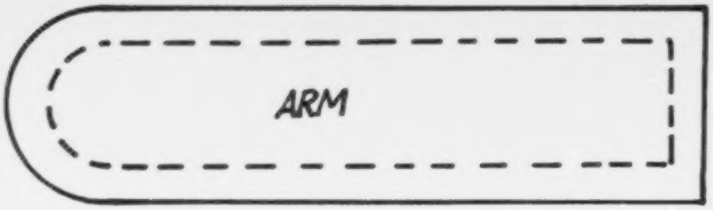
I'm Minny

MINNIES BUILD THE FRAMEWORK
OF THE BODY'S TEETH AND BONES
THEY HELP US STAY ALIVE AND WELL
WITH FEWER ACHES AND GROANS!



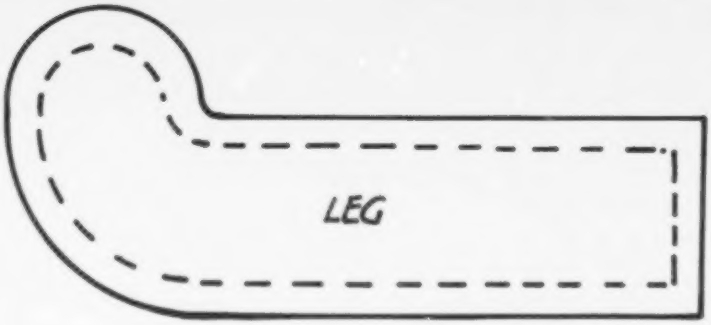
I'm Proto

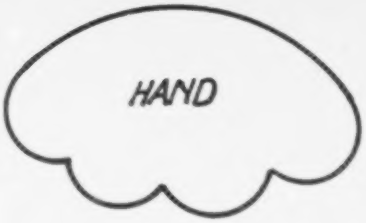
PROTOS ARE THE BUILDING BLOCKS
THAT GO TO MAKE UP YOU
YOU NEED 'EM WHILE YOU'RE GROWING
AND WHEN YOU'RE GROWN UP TOO!

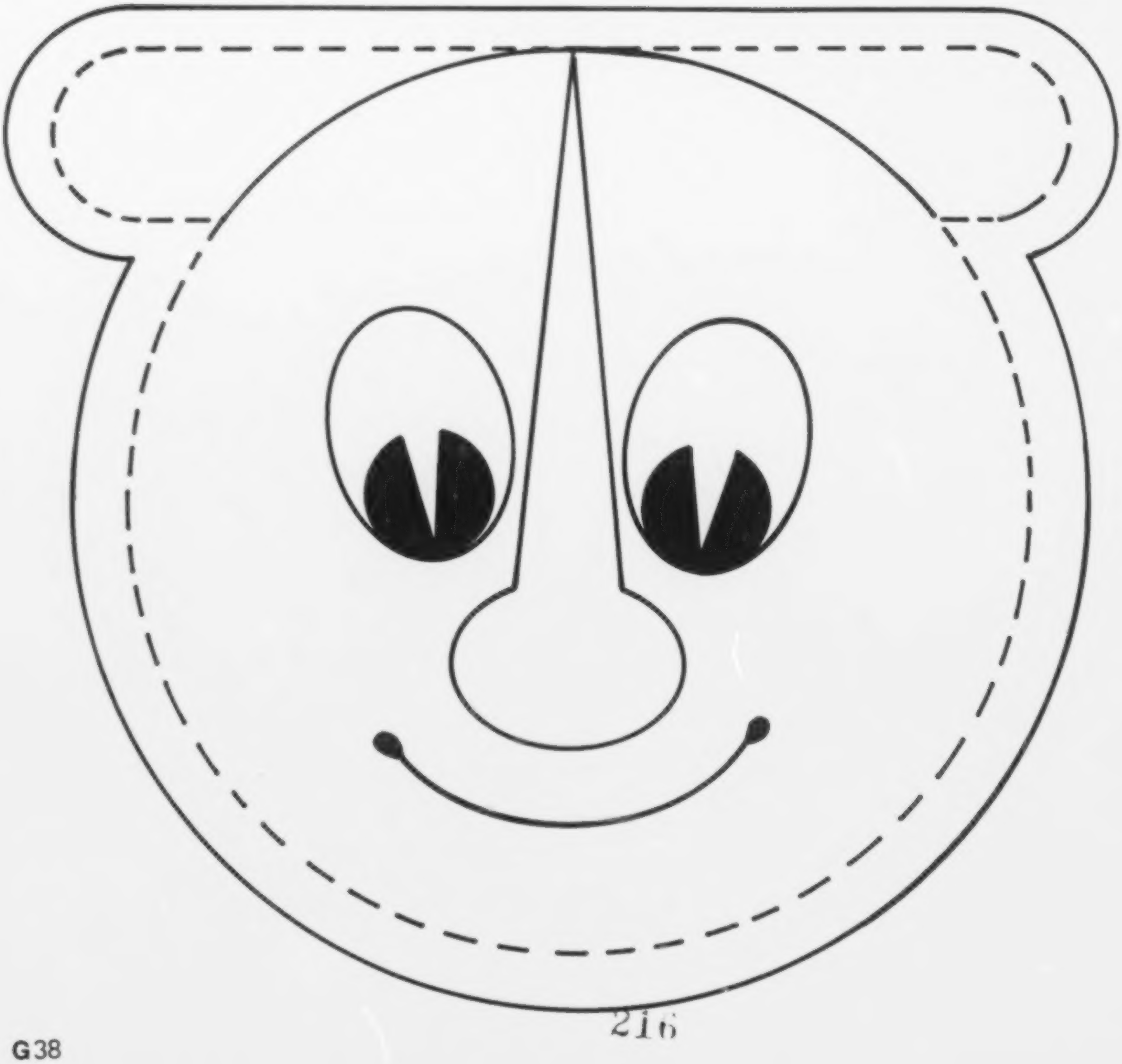


I'm Vity

VITIES ARE A HAPPY BUNCH
WHO KEEP US NEAT AND TRIM
THEY PUT THE SHINE IN EYES AND TEETH
AND BRIGHTEN HAIR AND SKIN!

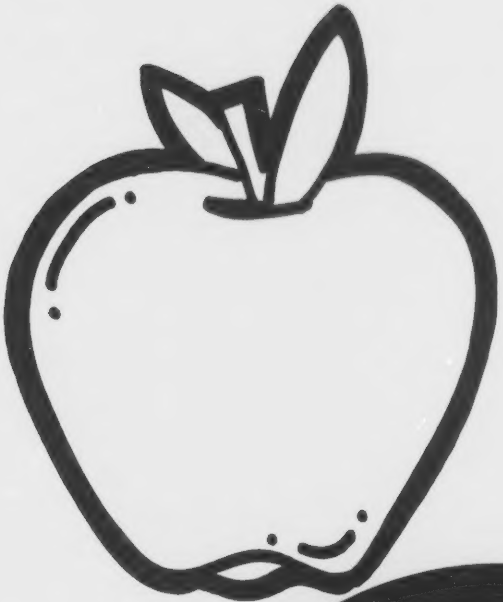






Food Alphabet Transparency Masters

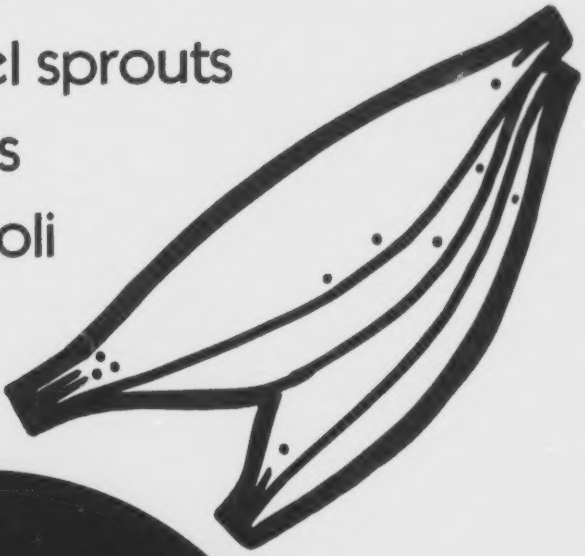
EACH OF THE FOLLOWING SHEETS CONTAIN ONE LETTER OF THE ALPHABET AND THE NAMES OF A FEW FOODS BEGINNING WITH THE PARTICULAR LETTER PLUS AN ILLUSTRATION OF ONE APPROPRIATE FOOD ITEM.



apples
artichoke
asparagus
almond

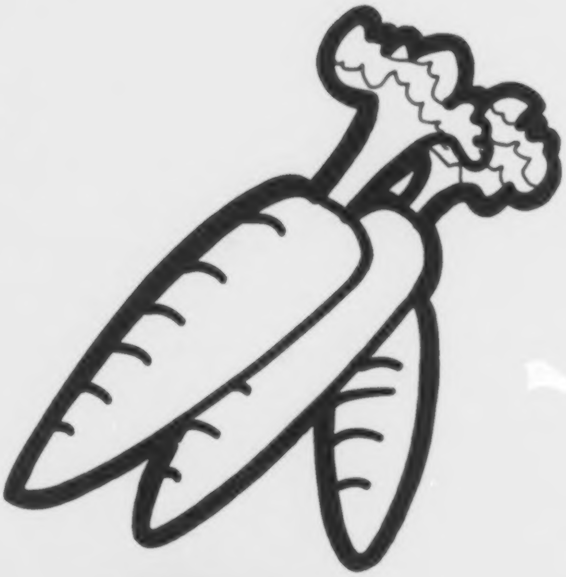
a

banana
beets
beans
brussel sprouts
breads
broccoli

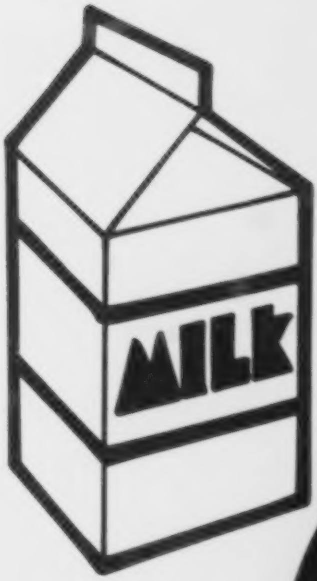


b

cabbage
carrots
carbohydrates
cantaloupe
cauliflower
cereals
cheese
chicken
corn

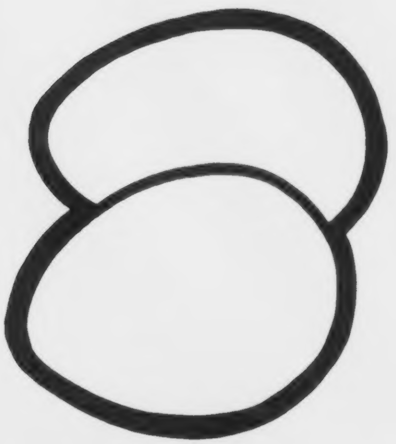


c



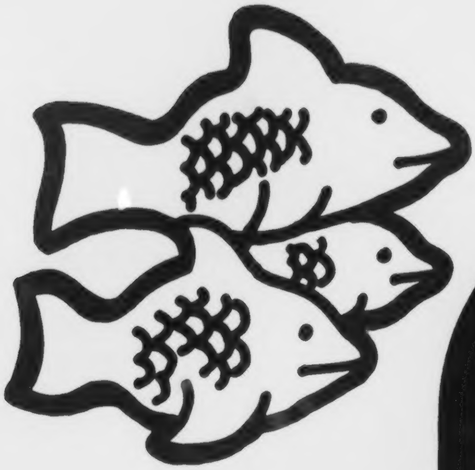
duck
dates
dairy products

d



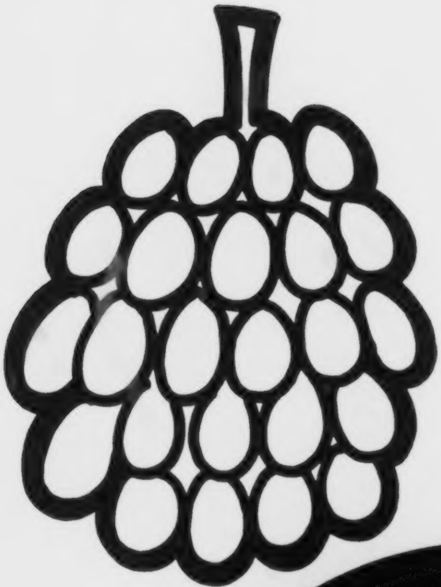
eggplant
eggs
endive
eggnog

e



f

fruit
fig
fish
fats
food
fowl

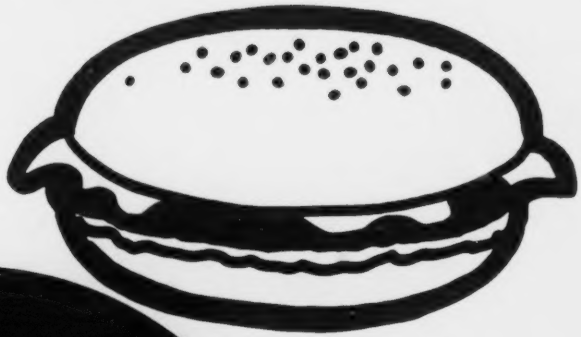


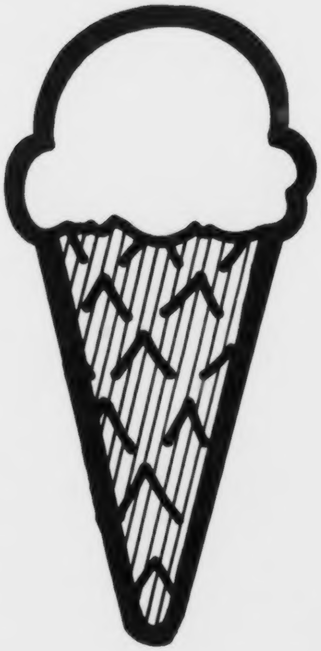
grains
greens
grapefruit
grits
grapes

g

hamburger
health
ham
hominy
horseradish

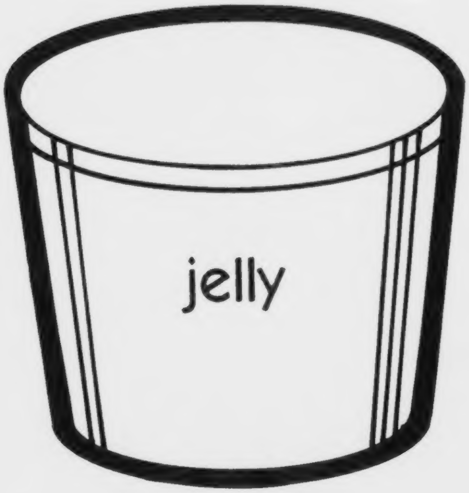
h





i

ice cream
iron
ice milk

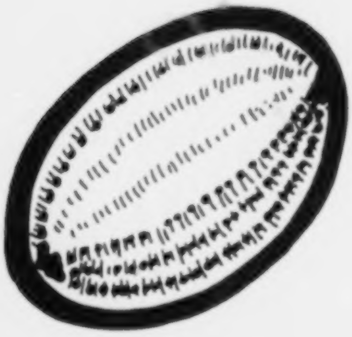


j

juice
jam
jelly

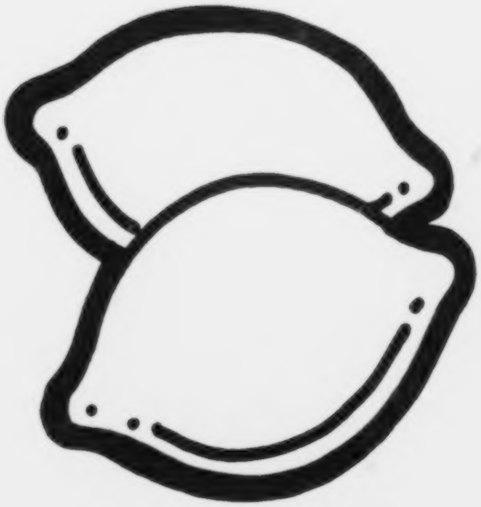
kumquat
kiwi
kale

k

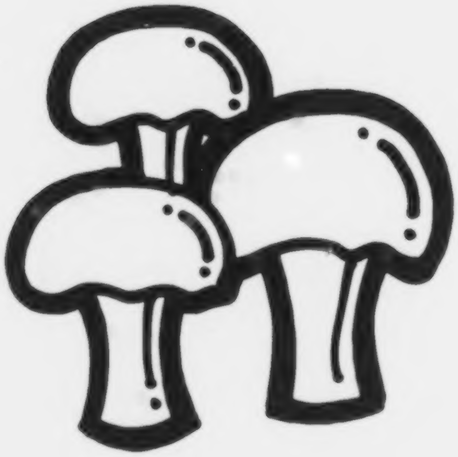


l

lemon
lamb
lime
lentils
lettuce
legumes
liver

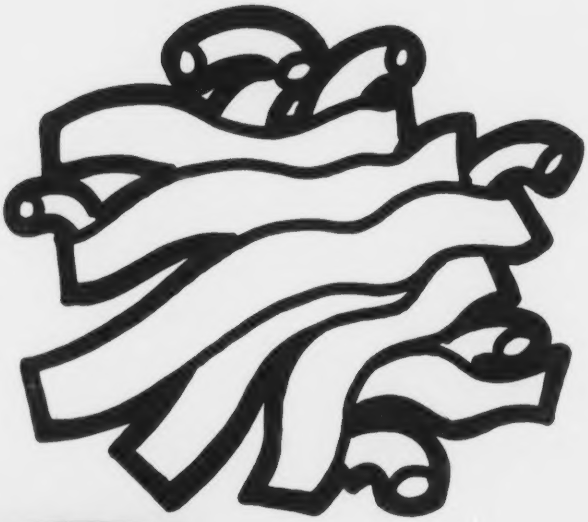


milk
melons
minerals
meat
macaroni
mushrooms



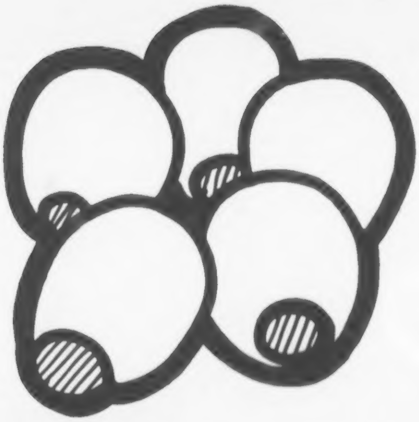
m

nutrition
noodles
nuts



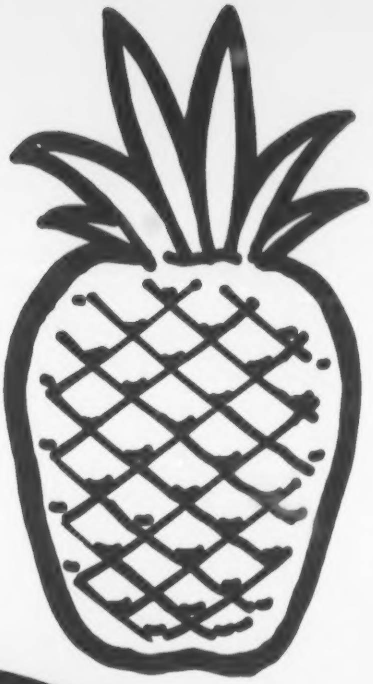
n

oats
okra
olive
oatmeal
onions
oysters

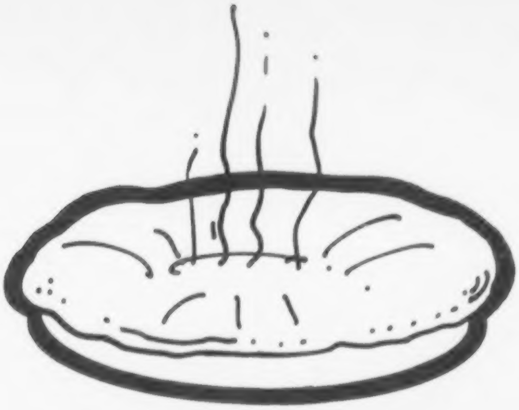


O

plums
peaches
pineapple
peas
pears
protein
potatoes
prunes
peanuts
peppers



p

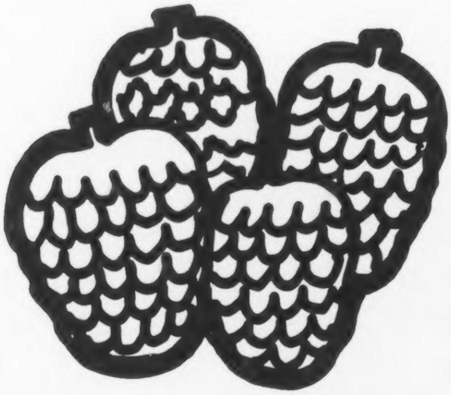


quince
quiche
quail

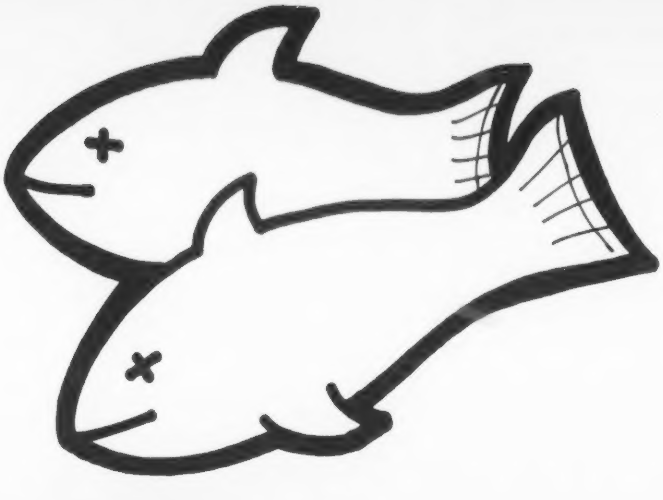
q

raspberries
rice
rhubarb
radish
raisins
rye

r

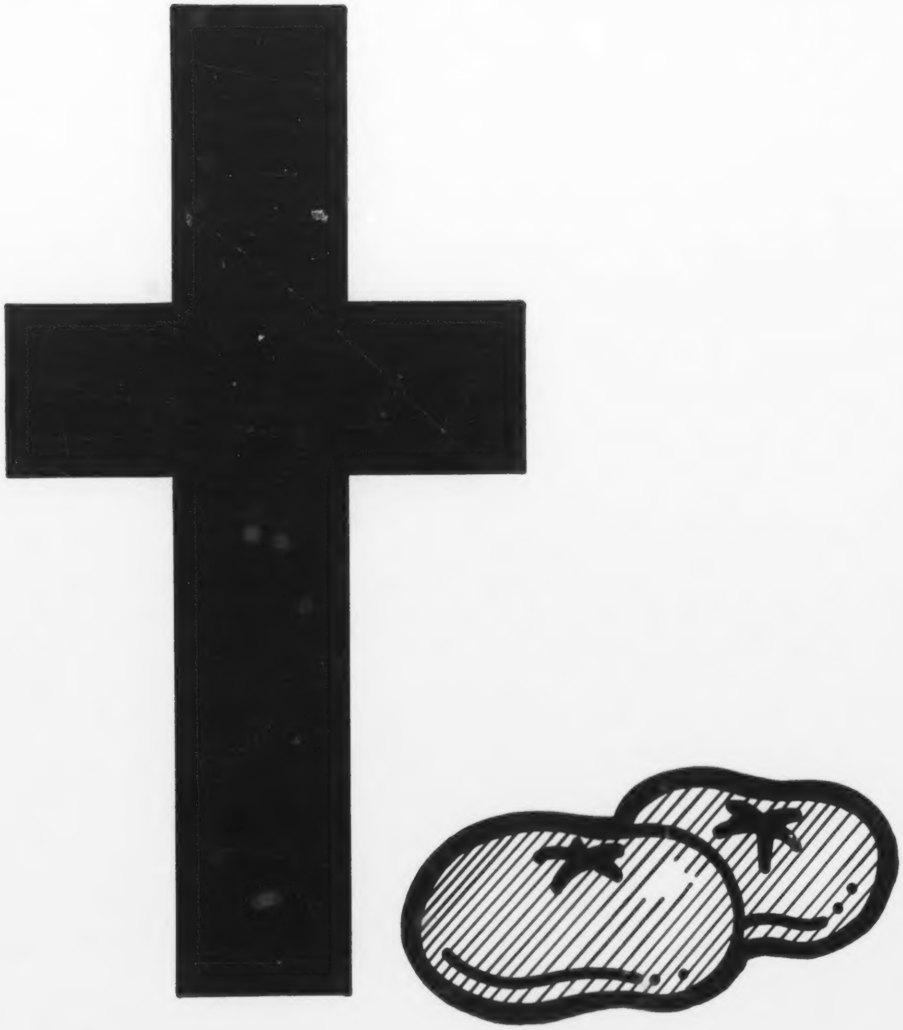


sauerkraut
salmon
shrimp
spinach
squash
sweet potato
spaghetti
sausage
strawberries



S

tangarines
tangelo
turkey
turnips
tomato
tuna



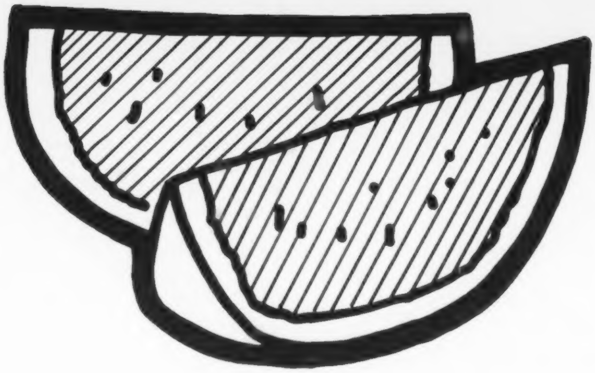
u

G60

vegetables
Vienna sausages
veal
vitamin
venison

V

walnut
waffles
water
watermelon
wheat

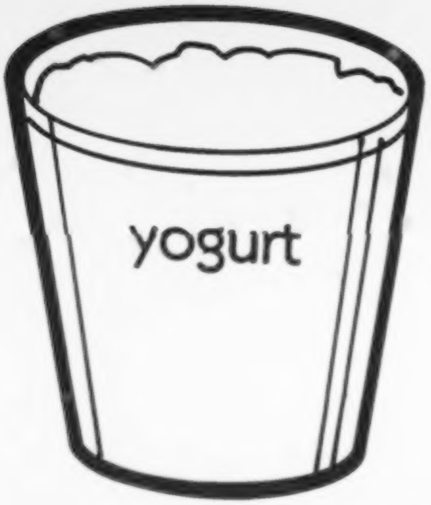


w

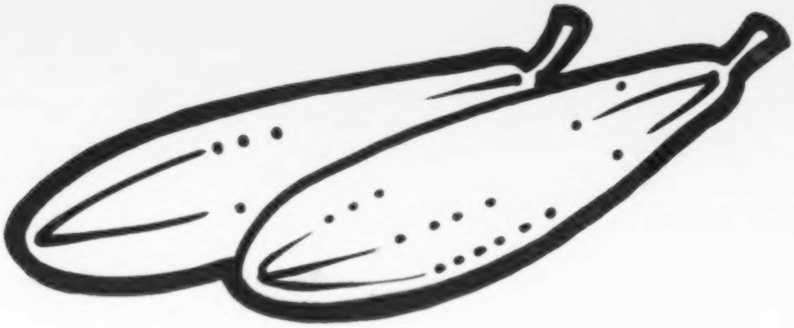
G 62

X

yams
yeast
yogurt



y



zucchini
zwieback

Z

FOOD GROUP BINGO

MILK	MEAT	BREADS AND CEREALS	FRUITS AND VEGETABLES	FATS AND SWEETS

MASTER SHEET FOR FOOD BINGO

MILK	MEAT	BREADS AND CEREALS	FRUITS AND VEGETABLES	FATS AND SWEETS
Buttermilk	Beef	Biscuit	Apple	Butter
Cheese	Bologna	Bulgar	Apricot	Candy
Chocolate Milk	Chicken	Cereal	Banana	Drippings
Cocoa	Dry Beans	Corn Bread	Broccoli	Jams
Cottage Cheese	Dry Peas	Crackers	Cabbage	Jellies
Evaporated Milk	Egg	Grits	Cantaloupe	Lard
Ice Cream	Fish	Hot Rolls	Carrots	Margarine
Ice Milk	Ham	Macaroni	Cauliflower	Mayonnaise
Low-fat Milk	Hamburger	Muffins	Celery	Oils
Milk Shake	Hot Dog	Noodles	Cherry	Shortening
Nonfat Dry Milk	Lamb	Oatmeal	Corn	Salad Dressings
Pudding	Lentils	Pancakes	Cucumber	Soft Drinks
Skim Milk	Liver	Rice	Grapefruit	Sugar
Whole Milk	Nuts	Rye Bread	Grapes	Sweet Toppings
Yogurt	Peanut Butter	Spaghetti	Green Beans	Syrups
	Pork	Toast	Green Pepper	
	Pot Roast	Tortillas	Greens	
	Salmon	Waffles	Lemon	
	Sausage	Whole Wheat Bread	Lettuce	
	Soybeans		Lime	
	Turkey		Onion	
	Veal		Orange	
			Peach	
			Pear	
			Peas	
			Pineapple	
			Plums	
			Potato	
			Raspberry	
			Spinach	
			Squash	
			Strawberry	
			Sweet Potato	
			Tomato	
			Turnip	
			Watermelon	

FOOD STORAGE QUIZ

It is easier to plan good meals if we have a variety of foods in our homes. Where should the following kinds of food be kept?

Write R in front of each food that should be kept in the Refrigerator and C in front of each that can be kept in the Cabinet

________liquid milk

________dry milk

________dry cocoa

________sugar

________coconut

________crackers

________raisins

________salt

________cream

________buttermilk

________flour

________lettuce

________rice

________oatmeal

________butter

________eggs

________apples

________dry chocolate milk drink mix

________canned vegetables (unopened)

________fresh ground meat

________weiners (in package)

________spaghetti (uncooked)

________canned milk (unopened)

________fresh carrots

________dry beans

________cornmeal

________cornflakes

________radishes

________cottage cheese

________vegetable shortening

________dry yeast

________spices

________canned meat (unopened)

________canned milk (opened)

ANSWER SHEET

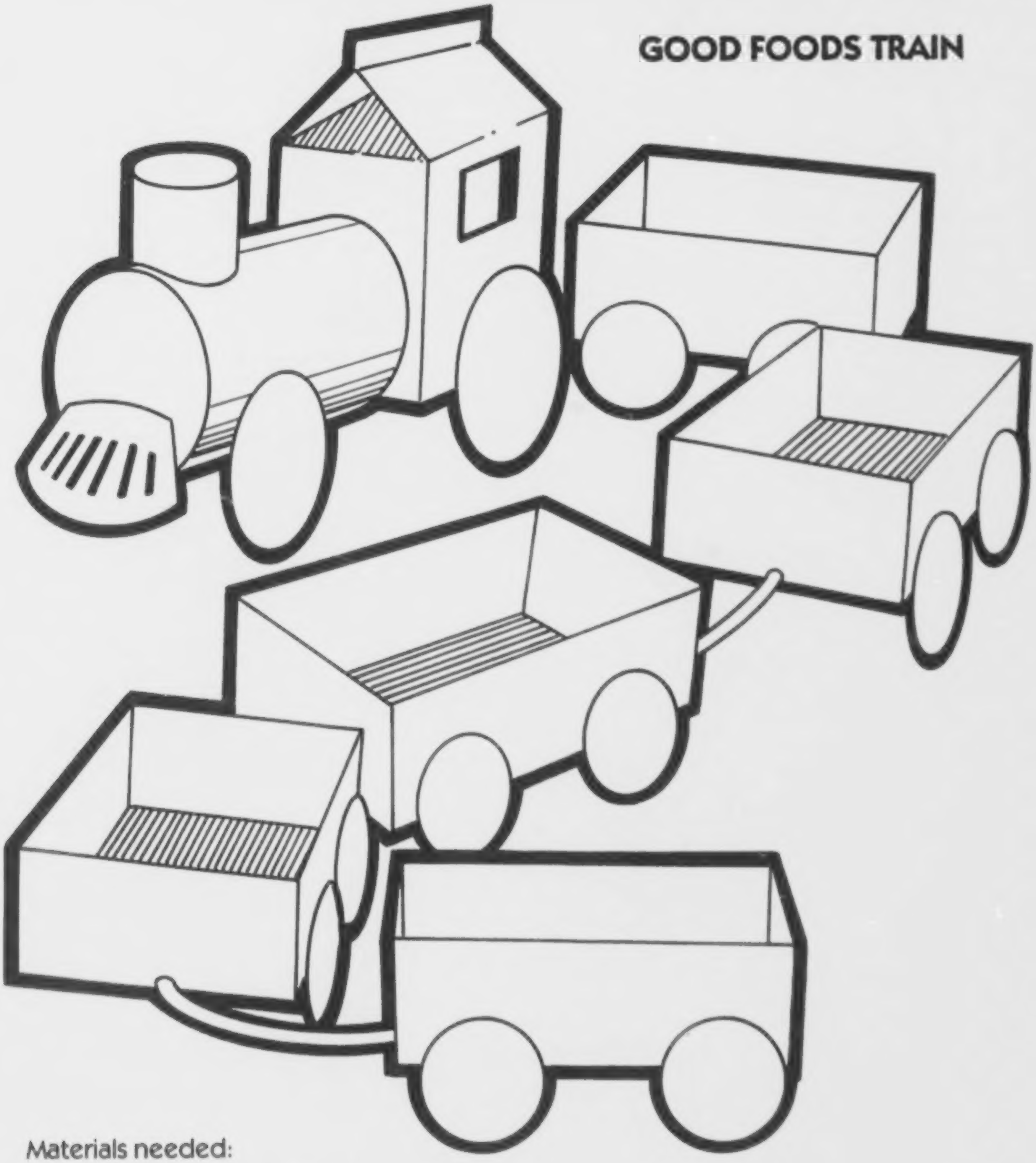
It is easier to plan good meals if we have a variety of foods in our homes. Where should the following kinds of food be kept?

Write R in front of each food that should be kept in the Refrigerator and C in front of each that can be kept in the Cabinet

R liquid milk
C dry milk
C dry cocoa
C sugar
C coconut
C crackers
C raisins
C salt
R cream
R buttermilk
C flour
R lettuce
C rice
C oatmeal
R butter
R eggs
C apples

C dry chocolate milk drink mix
C canned vegetables (unopened)
R fresh ground meat
R weiners (in package)
C spaghetti (uncooked)
C canned milk (unopened)
R fresh carrots
C dry beans
C cornmeal
C cornflakes
R radishes
R cottage cheese
C vegetable shortening
C dry yeast
C spices
C canned meat (unopened)
R canned milk (opened)

GOOD FOODS TRAIN



Materials needed:

- 6 milk cartons (½ gallon size)
- 1 oatmeal box (1 pound size - 4'' diameter)
- Cardboard tubing (toilet paper towels or wax paper rolls — enough for 12 4½-inch pieces and 1 2-inch piece)
- Masking tape
- Construction paper — black, blue, red, green, yellow, and purple
- Cardboard (for wheel base)
- String, yarn or paper clips
- Brass paper fasteners (round head, 1-inch shank)
- Black felt-tip pen or black paint and brush
- Glue
- Cotton batting (optional)

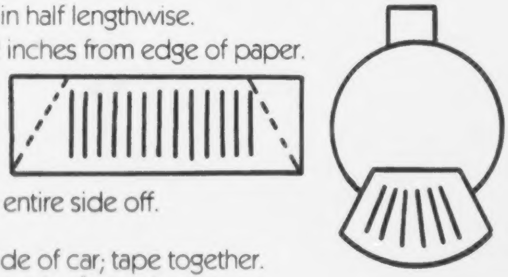
Instructions:

ENGINE

1. Close and tape together the opening of one milk carton.
2. Cut bottom half of front panel of milk carton to fit oatmeal box. (Trace top of oatmeal box on milk carton, 4 inches up from the bottom. With sharp edge, cut this area out. Slide oatmeal box in to make sure it fits. Remove oatmeal box and set aside. Cover milk carton with black construction paper.
3. Attach one 4½ inch cardboard tubing to bottom of milk carton. (Insert brass paper fastener through tubing one inch from each end. Punch through bottom of carton, three-fourths inch from side of carton. Bend back to fasten.)
4. Tape lid onto oatmeal box and cover with black construction paper. Insert box into hole cut in engine.
5. Attach cardboard tubing to bottom front of oatmeal box by rolling tape and placing between tube and bottom of oatmeal box.
6. Cover smoke stack (2-inch piece of cardboard tubing) with black construction paper and tape from inside of stack to top of oatmeal box.
7. Make windows and door out of construction paper and tape or glue to engine (front window — 2'' x 1''; side window — 3'' x 1''; door — 5'' x 2'').
8. Stuff cotton in smoke stack, if desired.

COWCATCHER

1. Cut a 6'' x 3'' piece of black construction paper. Fold in half lengthwise.
2. Carefully make slashes along fold, starting and ending 2 inches from edge of paper.
3. Unfold paper and refold corners as illustated.
4. Tape folded edges to front of engine.



BOX CARS

1. For each box car, open top of milk carton and cut one entire side off.
2. Cut top flap of opposite side off.
3. Trim and fold remaining flaps together of form fourth side of car; tape together.
4. Cover each car with construction paper. Use a different color for each car.

Example: Blue - Milk Group
Red - Meat Group
Green - Fruits and Vegetables Group
Yellow - Breads and Cereals Group

5. Attach two 4½-inch tubes to bottom of each car with paper fasteners as was done on engine.

CABOOSE

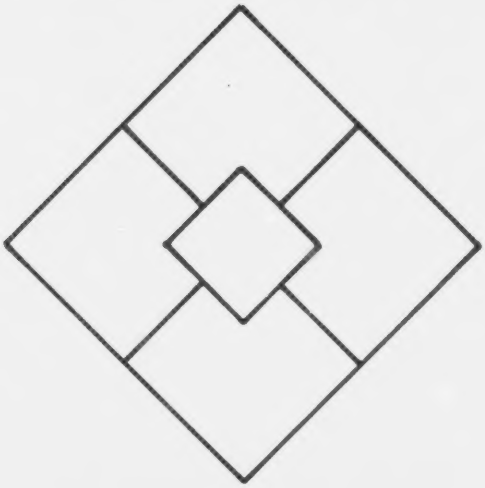
1. Cut remaining milk carton in half.
2. Cover with purple construction paper.
3. Attach cardboard tubes as before.
4. Label caboose, "FATS and SWEETS" Group.

WHEELS

1. Cut twenty-four 2-inch diameter circles from cardboard.
2. Cut twenty-four 2-inch diameter circles from construction paper.
3. Draw and color rim spokes, and hub on each construction paper wheel. Glue paper wheels to the cardboard circles.
4. Attach wheels to ends of cardboard tubing with tape or glue.

CONNECTING TRAIN

Connect engine, box cars, and caboose by threading a piece of string or yarn through the back end of one car to front of next car; secure with knot. Connected paper clips can be substituted for string or yarn. Open a paper clip and punch through one end of box car; bend back and secure with masking tape.



GOOD FOODS TABLECLOTH

Materials Needed:

1 18-inch or larger square of each: yellow, red, green, and blue inexpensive, double knit fabric

1 12-inch square or 12-inch diameter circle of purple double knit fabric

Thread

Index cards

Felt-tip markers — yellow, red, green, blue, and purple

Instructions:

1. Machine stitch the 4 large squares of fabric together to form a larger square.
2. Center the smaller square or circle on the tablecloth and stitch close to the outer edge.
3. Fold the index cards in half. Label each card as follows:

   Yellow — Breads and Cereals Group
   Red — Meat Group
   Green — Fruits and Vegetables Group
   Blue — Milk Group
   Purple — Fats and Sweets Group

4. Place cards on corresponding color on tablecloth.

Teacher's Notes:

The tablecloth may be used on a cardtable or similar table or may be placed directly on the floor for use.

After the children learn to identify a food group by the color which represents it, the index cards will not be necessary.

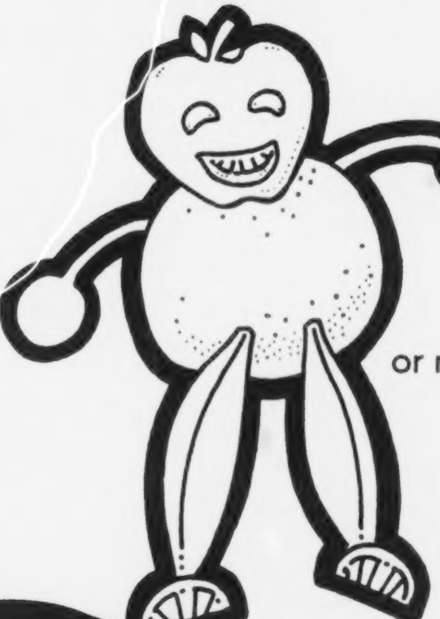
Remember to explain to the children that the fifth group, the fats and sweets group, is represented by a smaller square or circle because these foods are high in calories (energy) but low in nutrients. Thus it is a good, general rule to choose most of our foods from the groups which supply nutrients as well as calories.

G 74

FOOD CHECK LIST

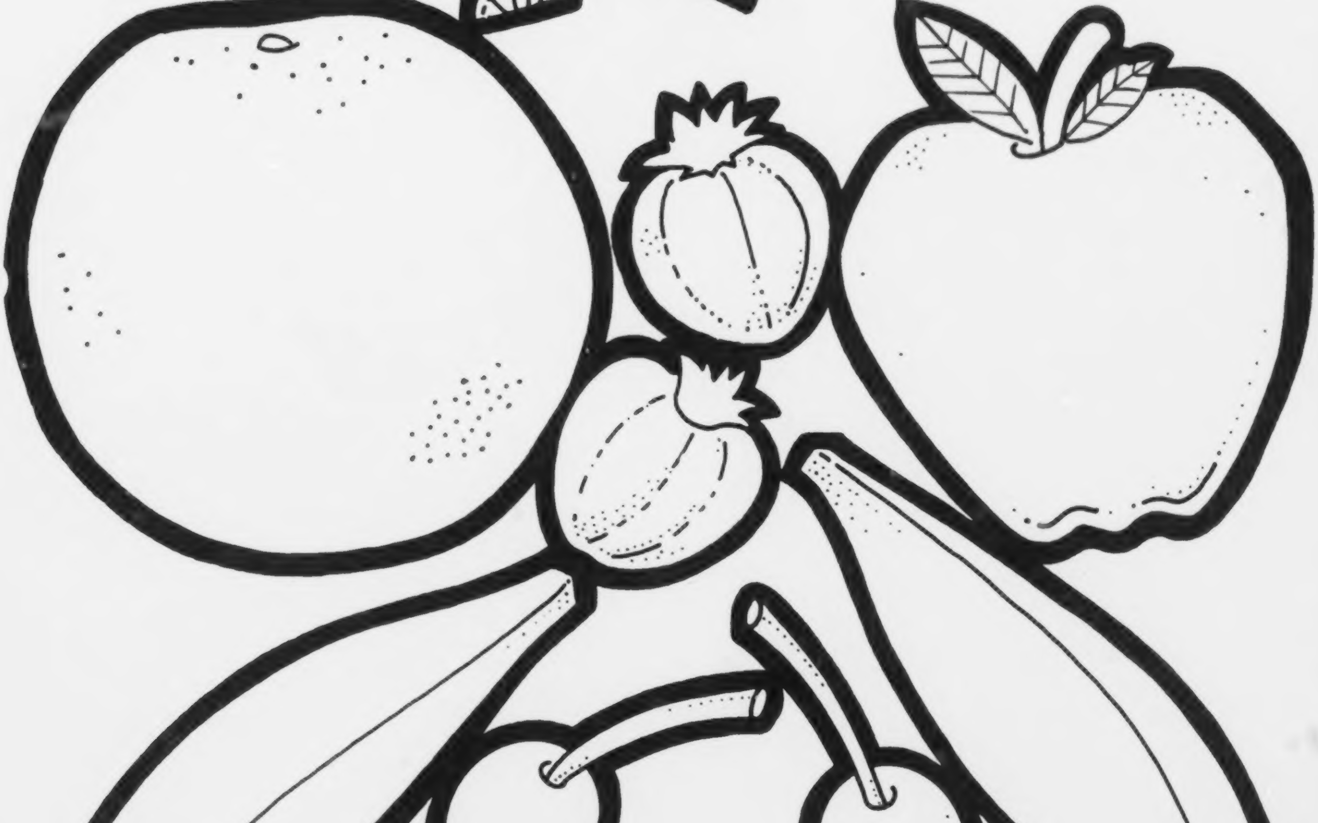
PLEASE LIST BELOW ALL YOU ATE AND DRANK YESTERDAY.

	GROUP I MILK	GROUP II MEAT	GROUP III FRUITS & VEGETABLES	GROUP IV BREADS & CEREALS	GROUP V FATS & SWEETS
	Servings - 3	Servings - 2	Servings - 4	Servings - 4	
BREAKFAST:					
NOON MEAL:					
EVENING MEAL:					
ALL SNACKS:					
MY SCORE:					
Which group needs my attention?					



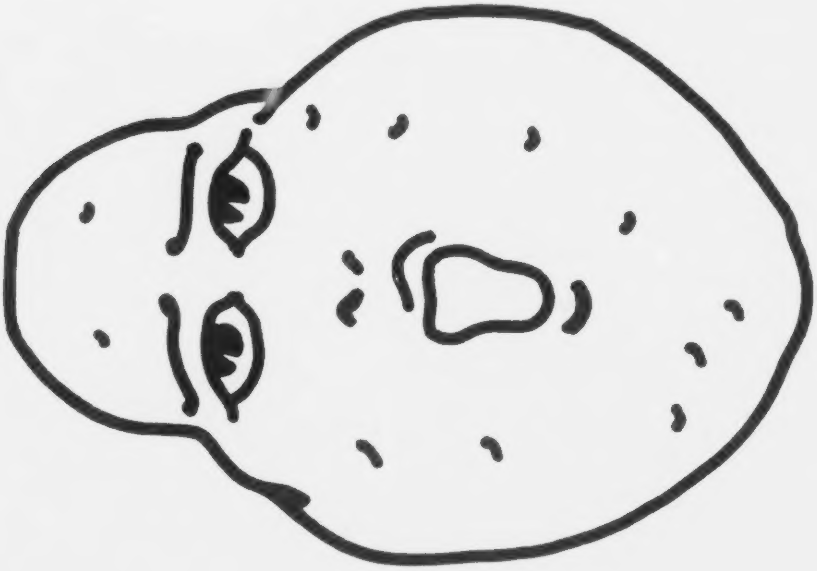
MR. FRUITMAN

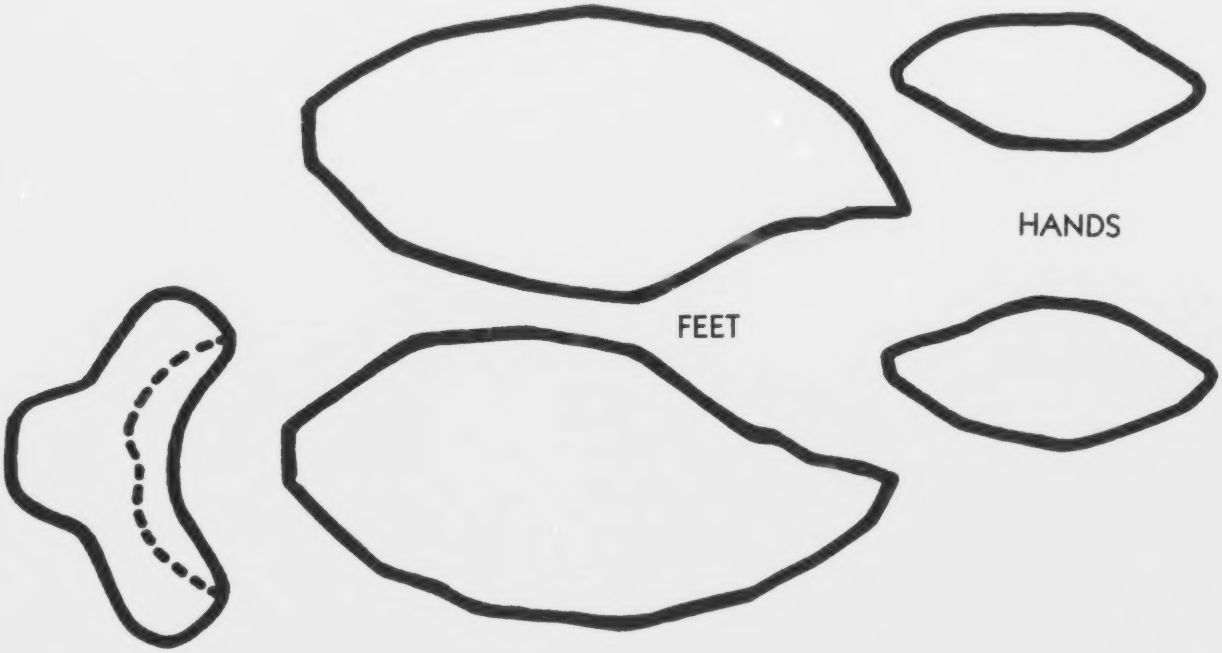
Enlarge for door decoration
or make from real fruit for centerpiece
Have a tasting party first
of fruits shown.



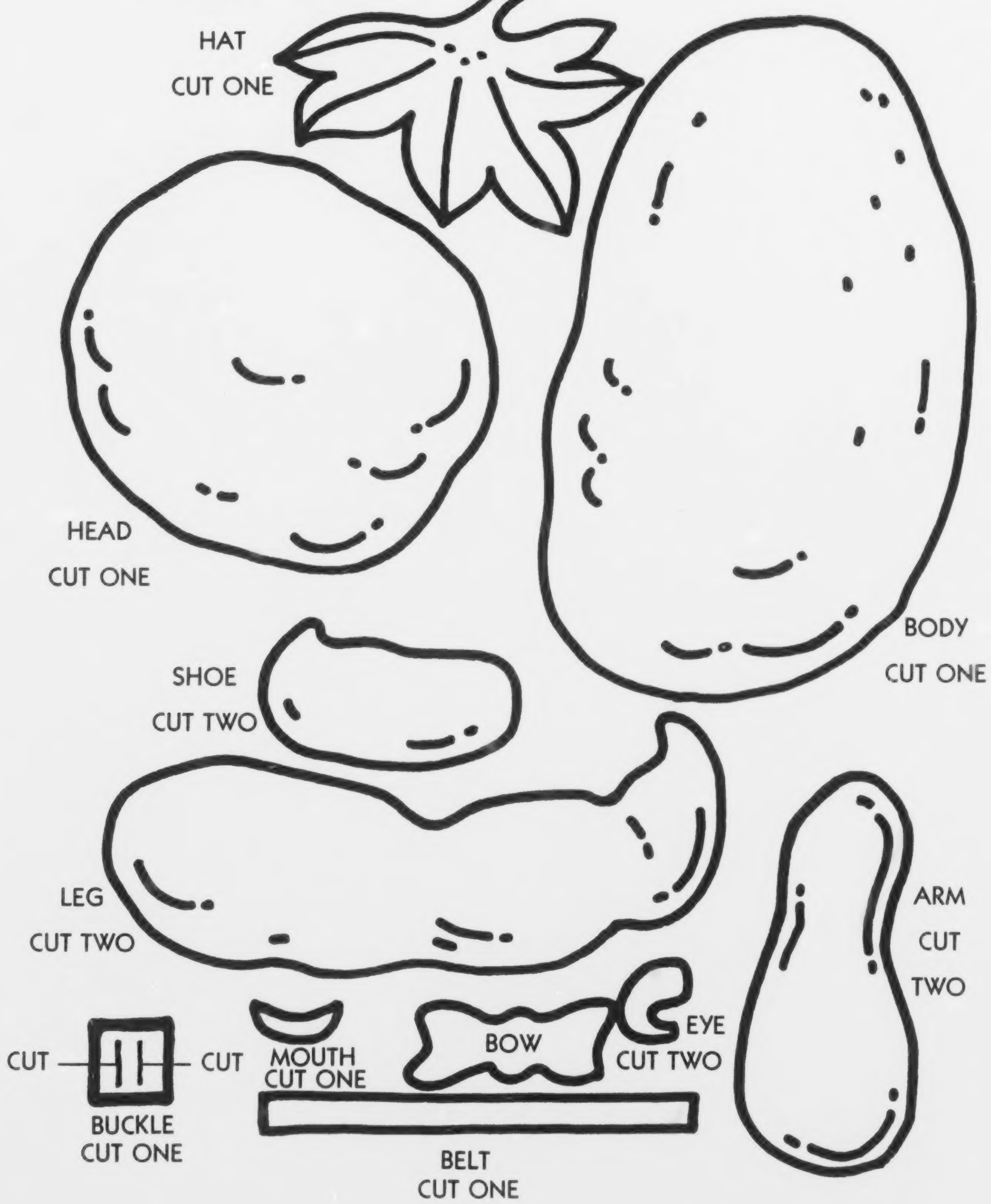
"PATTY POTATO"

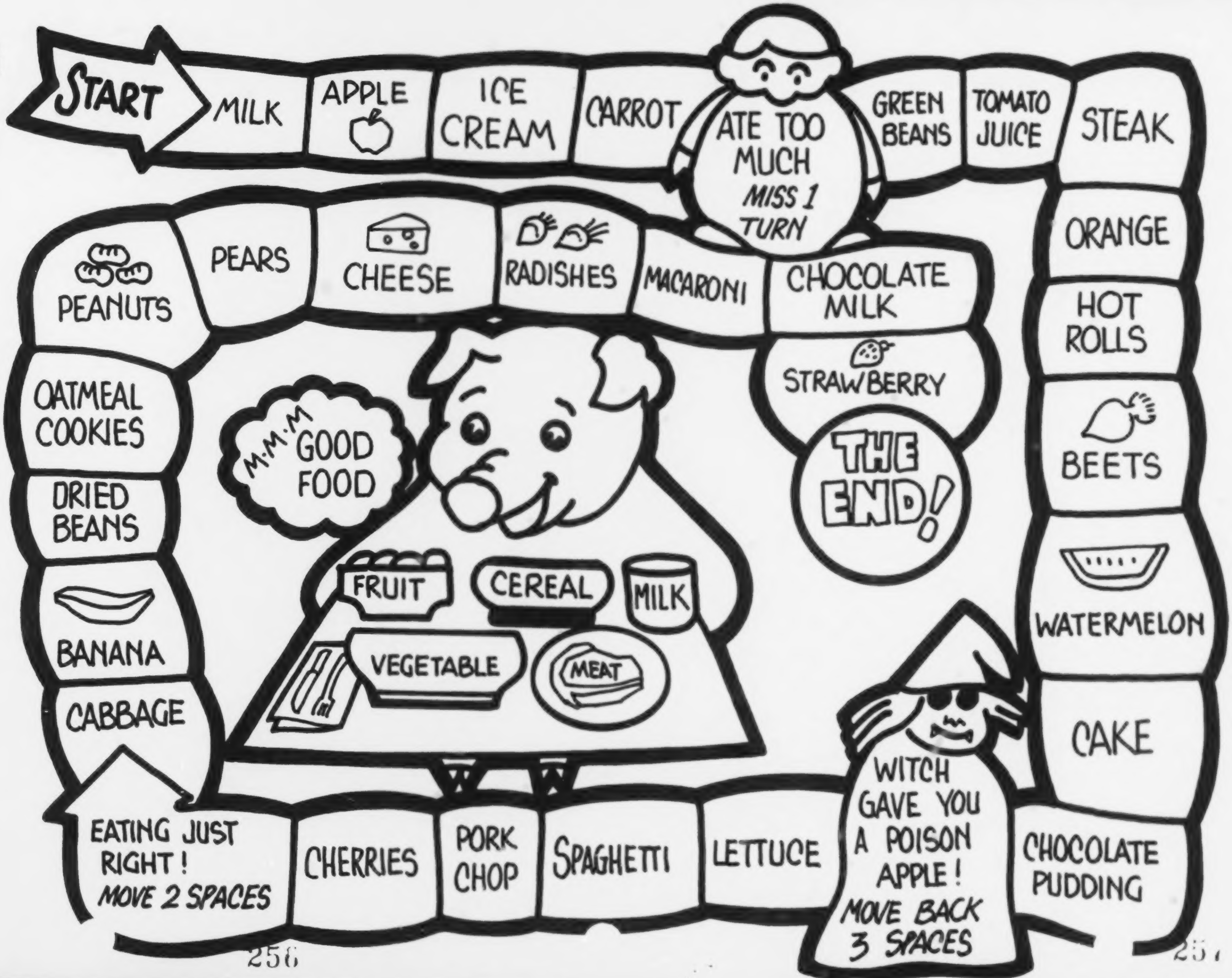
MAY BE MADE OF CONSTRUCTION PAPER. USE TWO NARROW STRIPS OF PAPER FOLDED ACCORDIAN FASHION TO ATTACH HANDS AND FEET TO BODY.



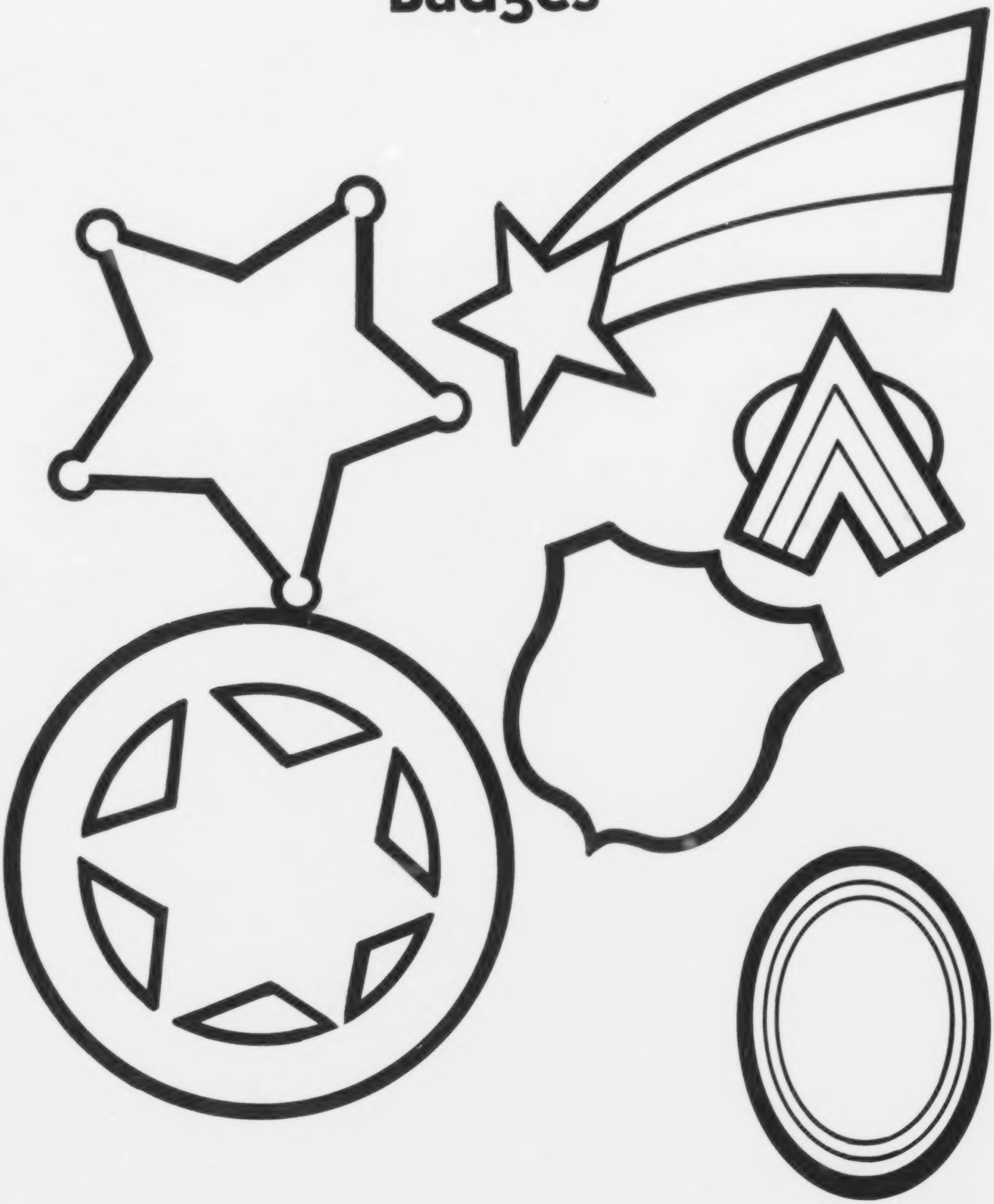


POTATO MAN


HAT
CUT ONE
HEAD
CUT ONE
BODY
CUT ONE
SHOE
CUT TWO
LEG
CUT TWO
ARM
CUT
TWO
CUT
CUT
BUCKLE
CUT ONE
MOUTH
CUT ONE
BOW
EYE
CUT TWO
BELT
CUT ONE


START
MILK
APPLE
ICE CREAM
CARROT
ATE TOO MUCH
MISS 1 TURN
GREEN BEANS
TOMATO JUICE
STEAK
ORANGE
HOT ROLLS
BEETS
WATERMELON
CAKE
CHOCOLATE PUDDING
WITCH GAVE YOU A POISON APPLE!
MOVE BACK 3 SPACES
LETTUCE
SPAGHETTI
PORK CHOP
CHERRIES
EATING JUST RIGHT!
MOVE 2 SPACES
CABBAGE
BANANA
DRIED BEANS
OATMEAL COOKIES
PEANUTS
PEARS
CHEESE
RADISHES
MACARONI
CHOCOLATE MILK
STRAWBERRY
THE END!
M-M-M GOOD FOOD
FRUIT
CEREAL
MILK
VEGETABLE
MEAT

Master Sheet of Two Bite Club Badges



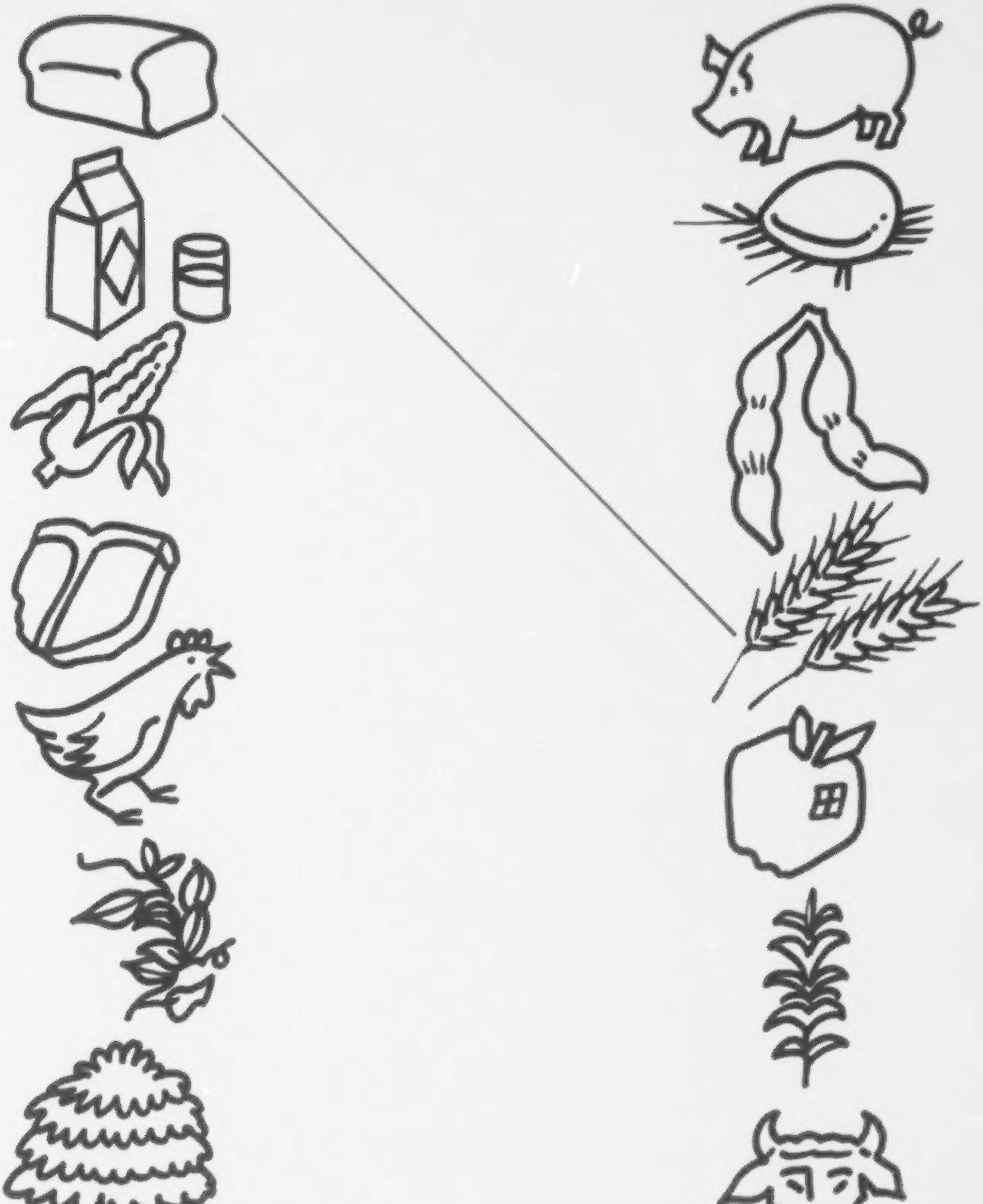
G 80

TESTING FOR NUTRIENTS GRID SHEET

	Milk Group		Meat Group				Vegetables & Fruits Group													Breads & Cereals Group			Fats & Sweets Group				
	Milk	Cheese	Hamburger	Nuts	Hot Dog	Eggs	Potato	Celery	Carrot	Apple	Ripe Banana	Tomato	Orange	Orange Juice (canned)	Orange Juice (fresh)	Lemon Juice	Apple Juice	Pineapple Juice	Grapefruit Juice	Bread	Macaroni	Cracker Saltine	Honey	Corn Syrup	Butter	Cookie	Margarine
STARCH																											
SUGAR																											
PROTEIN																											
FAT																											
MINERALS																											
VITAMIN C																											

CROSS MATCH

Draw lines connecting the things that match. For example, bread and wheat.



FRUIT FLAIR

Each of the scrambled words below is the name of a FRUIT. Fruits are rich in the vitamins and carbohydrates we need in our diet. Unscramble them to find your favorite fruits.

RHEYCR
ERAPGURFTI
RPOTCIA
PEHAC
RBEISRE
AOTNLEG

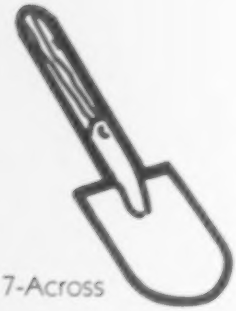
AANBAN
PAELP
RPAE
NMLOE
GERNAO
ULMP

ELMI
PAIENPLEP
NUREP
ENARIGTEN
NKMPUIP
ATNCOLUAPE

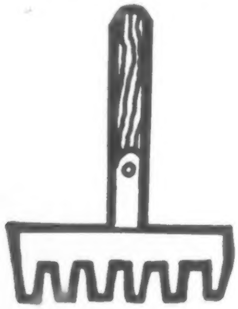
GROW YOUR OWN MIXED VEGETABLES (Part 1)

The words below appearing in capital letters are all names of VEGETABLES, spelled in a mixed-up manner. You must unscramble the letters to find the vegetable and then put the correctly spelled word into the puzzle on the next page.

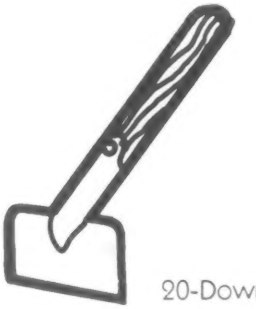
GARDEN TOOLS



17-Across



22-Across



20-Down

MIXED VEGETABLES

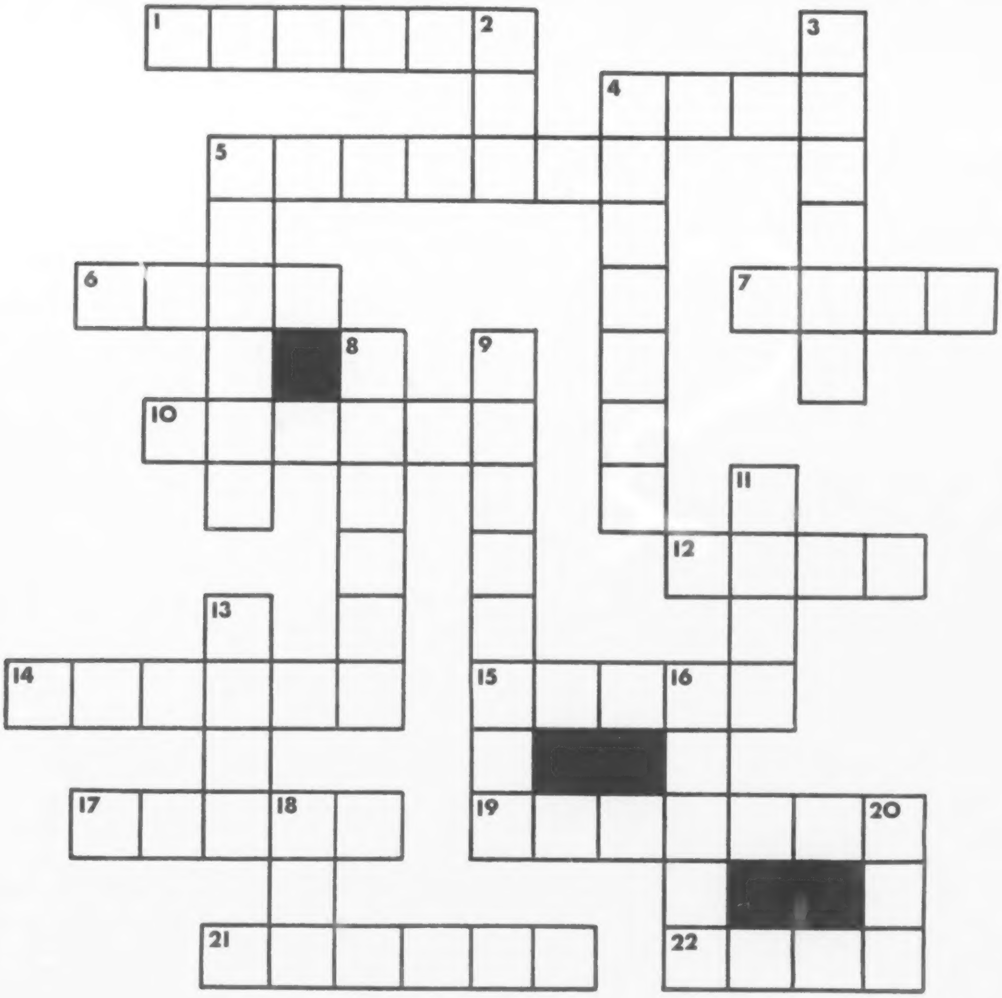
ACROSS

1-NTUPIR
4-IMAL (with 11 down)
5-BACABEG
6-ONRC
7-Useless plant
10-MTOTOA
12-EBTE
14-QSASUH
15-NOINO
19-CSPNHIA
21-LEYCER

DOWN

2-EPA
3-Piece of ground used to grow vegetables
4-ETCUELT
5-ROCRTA
8-DSARHI
9-TSPOTAEO (More than one)
11-NABE
13-GABA (short for rutabaga)
16-Man to whom the garden belongs
18-Mother Rabbit

GROW YOUR OWN MIXED VEGETABLES (Part 2)


1
2
3
4
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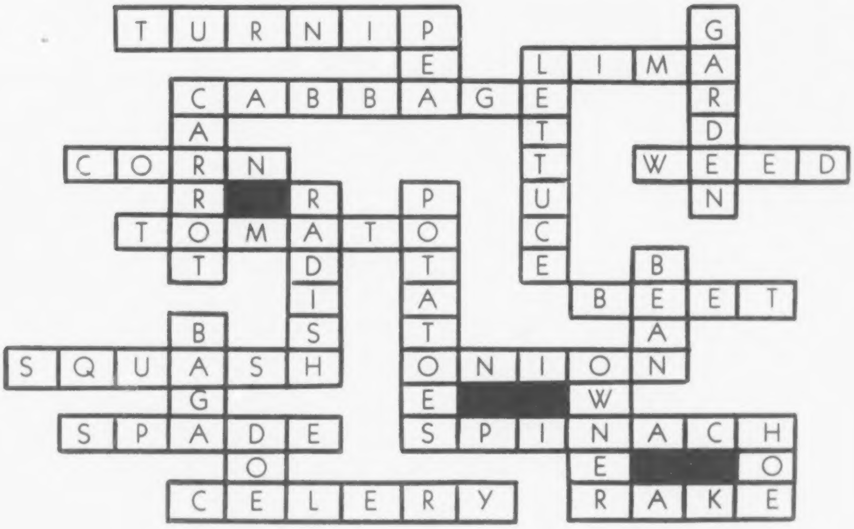
21
22

ANSWERS
FRUIT FLAIR

RHEYCR (CHERRY)
ERAPGURFTI (GRAPEFRUIT)
RPOTCIA (APRICOT)
PEHAC (PEACH)
RBEISRE (BERRIES)
AOTNLEG (TANGELO)
AANBAN (BANANA)
PAELP (APPLE)
RPAE (PEAR)
NMLOE (LEMON OR MELON)
GERNAO (ORANGE)
ULMP (PLUM)
ELMI (LIME)
PAIENPLEP (PINEAPPLE)
NUREP (PRUNE)
ENARIGTEN (TANGERINE)
NKMPUIP (PUMPKIN)
ATNCOLUAPE (CANTALOUPE)

ANSWERS
GROW YOUR OWN MIXED VEGETABLES
(Part 2)


TURNIP
PEA
GARDEN
LIMA
CABBAGE
LETTUCE
CARROT
CORN
WEED
RADISH
POTATOES
TOMATO
BEAN
BEET
BAG
SQUASH
ONION
OWNER
SPADE
SPINACH
HOE
CELERY
RAKE

FOOD GROUPS DO COUNT

When the blanks below are filled in correctly, you will spell out the food group representing the foods listed.

___ ISCUIT
___ OLL
FR ___ NCH
R ___ ISIN
CORNBREA ___

AND

___ ORNMEAL
RIC ___
MACA ___ ONI
CRACK ___ RS
O ___ TMEAL
NOOD ___ ES
___ PAGHETTI

___ RIED FOODS
S ___ LAD DRESSINGS
BU ___ TER
OIL ___

AND

___ YRUP
S ___ EET TOPPINGS
J ___ LLY
FUDG ___
SOF ___ DRINKS
___ UGAR

SKI ___
___ CE CREAM
WHO ___ E
BUTTERMIL ___

HA ___
V ___ AL
B ___ CON
S ___ EAK

___ IGS
BLUEBE ___ RIES
CANTALO ___ PE
RA ___ SIN
S ___ RAWBERRY
PEAR ___

AND

A ___ OCADO
C ___ LERY
E ___ GPLANT
P ___ AS

___ OMATO

C ___ BBAGE
___ EANS
BROCCO ___ I
GR ___ ENS
___ QUASH

ANSWERS
FOOD GROUPS DO COUNT

When the blanks below are filled in correctly, you will spell out the food group representing the foods listed.

BISCUIT
ROLL
FR**E**NCH
R**A**ISIN
CORNBREA**D**

AND

CORNMEAL
RIC**E**
MACA**R**ONI
CRACK**E**RS
O**A**TMEAL
NOOD**L**ES
SPAGHETTI

FRIED FOODS
S**A**LAD DRESSINGS
BU**T**TER
OIL**S**

AND

SYRUP
S**W**EET TOPPINGS
J**E**LLY
FUDG**E**
SOF**T** DRINKS
SUGAR

SKI**M**
ICE CREAM
WHO**L**E
BUTTERMIL**K**

HA**M**
V**E**AL
B**A**CON
S**T**EAK

FIGS
BLUEBE**R**RIES
CANTALO**U**PE
RA**I**SIN
S**T**RAWBERRY
PEAR**S**

AND

A**V**OCADO
C**E**LERY
E**G**GPLANT
P**E**AS
TOMATO
C**A**BBAGE
BEANS
BROCCO**L**I
GR**E**ENS
SQUASH

HIDDEN WORD PUZZLE

MILK GROUP

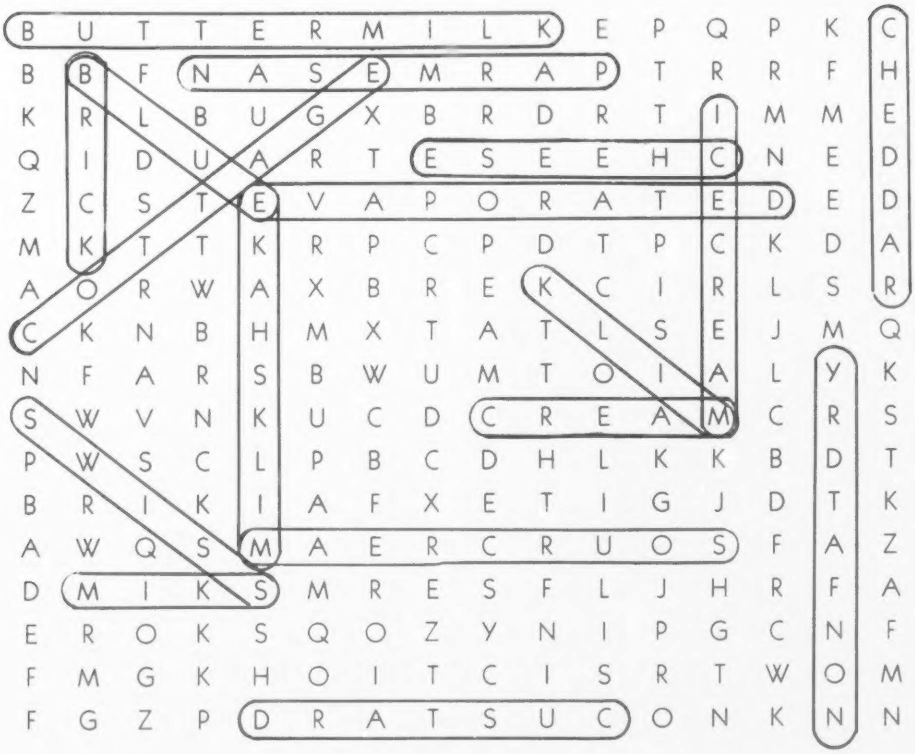
B	U	T	T	E	R	M	I	L	K	E	P	Q	P	K	C
B	B	F	N	A	S	E	M	R	A	P	T	R	R	F	H
K	R	L	B	U	G	X	B	R	D	R	T	I	M	M	E
Q	I	D	U	A	R	T	E	S	E	E	H	C	N	E	D
Z	C	S	T	E	V	A	P	O	R	A	T	E	D	E	D
M	K	T	T	K	R	T	C	P	D	T	P	C	K	D	A
A	O	R	W	A	X	B	R	E	K	C	I	R	L	S	R
C	K	N	B	H	M	X	T	A	T	L	S	E	J	M	Q
N	F	A	R	S	B	W	U	M	T	O	I	A	L	Y	K
S	W	V	N	K	U	C	D	C	R	E	A	M	C	R	S
P	W	S	C	L	P	B	C	D	H	L	K	K	B	D	T
B	R	I	K	I	A	F	X	E	T	I	G	J	D	T	K
A	W	Q	S	M	A	E	R	C	R	U	O	S	F	A	Z
D	M	I	K	S	M	R	E	S	F	L	J	H	R	F	A
E	R	O	K	S	Q	O	Z	Y	N	I	P	G	C	N	F
F	M	G	K	H	O	I	T	C	I	S	R	T	W	O	M
F	G	Z	P	D	R	A	T	S	U	C	O	N	K	N	N

Word List

milk
cheese
swiss (cheese)
skim (milk)
cottage (cheese)
cheddar (cheese)
cream
sourcream
milkshake
nonfat dry (milk)
buttermilk
brick (cheese)
custard
blue (cheese)
evaporated (milk)
parmesan (cheese)
ice cream

ANSWER SHEET
HIDDEN WORD PUZZLE

MILK GROUP



B	U	T	T	E	R	M	I	L	K	E	P	Q	P	K	C
B	B	F	N	A	S	E	M	R	A	P	T	R	R	F	H
K	R	L	B	U	G	X	B	R	D	R	T	I	M	M	E
Q	I	D	U	A	R	T	E	S	E	E	H	C	N	E	D
Z	C	S	T	E	V	A	P	O	R	A	T	E	D	E	D
M	K	T	T	K	R	P	C	P	D	T	P	C	K	D	A
A	O	R	W	A	X	B	R	E	K	C	I	R	L	S	R
C	K	N	B	H	M	X	T	A	T	L	S	E	J	M	Q
N	F	A	R	S	B	W	U	M	T	O	I	A	L	Y	K
S	W	V	N	K	U	C	D	C	R	E	A	M	C	R	S
P	W	S	C	L	P	B	C	D	H	L	K	K	B	D	T
B	R	I	K	I	A	F	X	E	T	I	G	J	D	T	K
A	W	Q	S	M	A	E	R	C	R	U	O	S	F	A	Z
D	M	I	K	S	M	R	E	S	F	L	J	H	R	F	A
E	R	O	K	S	Q	O	Z	Y	N	I	P	G	C	N	F
F	M	G	K	H	O	I	T	C	I	S	R	T	W	O	M
F	G	Z	P	D	R	A	T	S	U	C	O	N	K	N	N

HIDDEN WORD PUZZLE

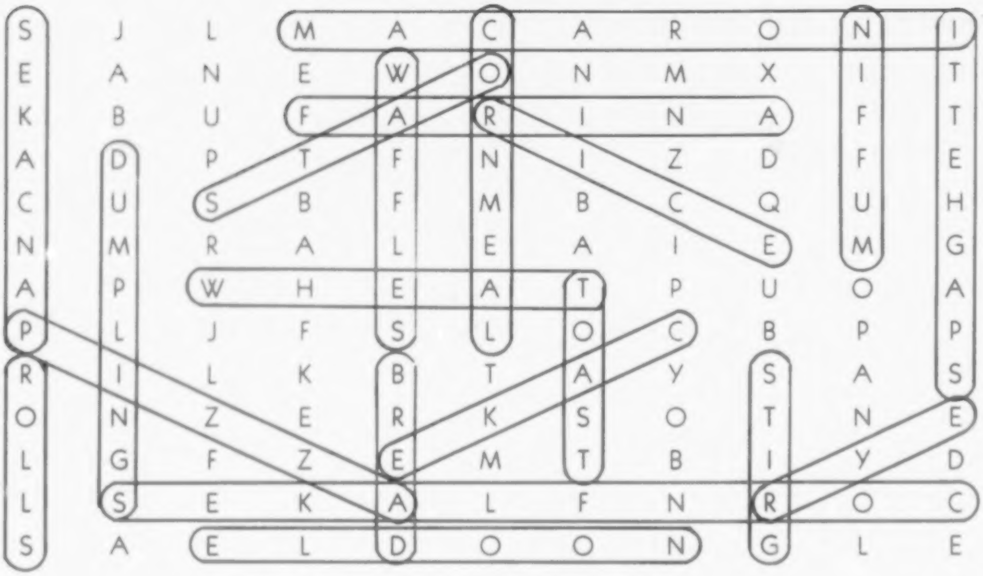
BREADS AND CEREALS GROUP

S	J	L	M	A	C	A	R	O	N	I
E	A	N	E	W	O	N	M	X	I	T
K	B	U	F	A	R	I	N	A	F	T
A	D	P	T	F	N	I	Z	D	F	E
C	U	S	B	F	M	B	C	Q	U	H
N	M	R	A	L	E	A	I	E	M	G
A	P	W	H	E	A	T	P	U	O	A
P	L	J	F	S	L	O	C	B	P	P
R	I	L	K	B	T	A	Y	S	A	S
O	N	Z	E	R	K	S	O	T	N	E
L	G	F	Z	E	M	T	B	I	Y	D
L	S	E	K	A	L	F	N	R	O	C
S	A	E	L	D	O	O	N	G	L	E

Word List

- cornflakes
- cornmeal
- oats
- toast
- grits
- farina
- bread
- wheat
- pizza
- dumplings
- waffles
- pancakes
- cake
- rice
- macaroni
- muffin
- spaghetti
- noodle
- rye
- rolls

HIDDEN WORD PUZZLE
ANSWER SHEET
BREADS AND CEREALS GROUP



S	J	L	M	A	C	A	R	O	N	I
E	A	N	E	W	O	N	M	X	I	T
K	B	U	F	A	R	I	N	A	F	T
A	D	P	T	F	N	I	Z	D	F	E
C	U	S	B	F	M	B	C	Q	U	H
N	M	R	A	L	E	A	I	E	M	G
A	P	W	H	E	A	T	P	U	O	A
P	L	J	F	S	L	O	C	B	P	P
R	I	L	K	B	T	A	Y	S	A	S
O	N	Z	E	R	K	S	O	T	N	E
L	G	F	Z	E	M	T	B	I	Y	D
L	S	E	K	A	L	F	N	R	O	C
S	A	E	L	D	O	O	N	G	L	E

HIDDEN WORD PUZZLE

MEAT GROUP

K	P	R	O	T	E	I	N	L	G	E	C
I	E	E	D	R	Y	B	E	A	N	S	H
D	A	P	A	J	Q	W	Y	E	Z	E	I
N	N	O	S	N	N	D	B	V	D	E	C
E	U	R	G	X	U	T	F	Z	P	H	K
Y	T	K	G	N	T	T	I	P	N	C	E
Y	B	E	E	F	S	M	S	D	O	B	N
E	U	J	D	L	O	R	H	A	M	T	Q
K	T	U	N	A	B	E	Z	P	L	R	X
R	T	V	I	O	M	N	B	D	A	A	P
U	E	A	U	R	A	I	E	Z	S	E	T
T	R	S	H	E	L	L	F	I	S	H	S

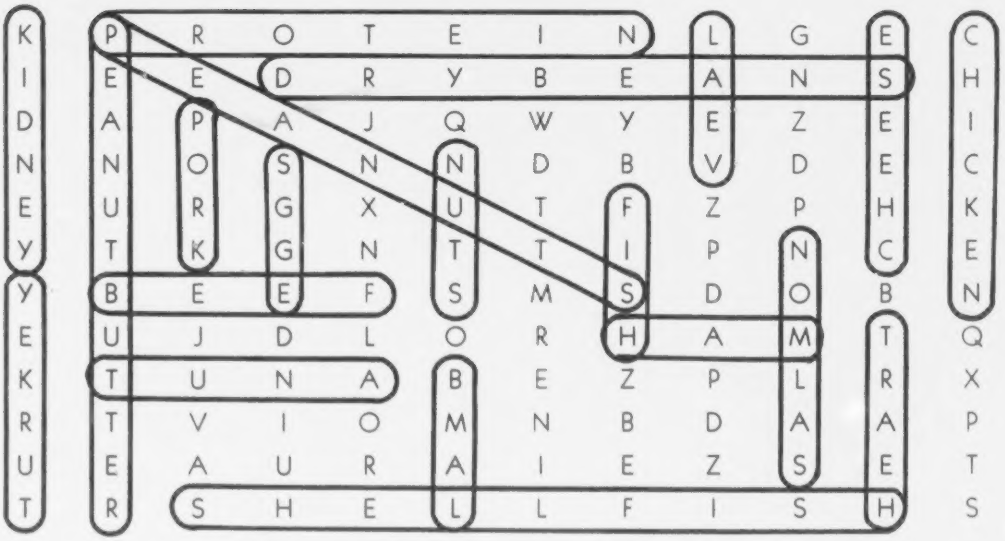
Word List:

ham
beef
chicken
lamb
turkey
eggs
tuna

pork
protein
salmon
cheese
heart
kidney
veal

fish
shellfish
dry beans
nuts
peanuts
peanut butter

HIDDEN WORD PUZZLE
ANSWER SHEET
MEAT GROUP



K	P	R	O	T	E	I	N	L	G	E	C
I	E	E	D	R	Y	B	E	A	N	S	H
D	A	P	A	J	Q	W	Y	E	Z	E	I
N	N	O	S	N	N	D	B	V	D	E	C
E	U	R	G	X	U	T	F	Z	P	H	K
Y	T	K	G	N	T	T	I	P	N	C	E
Y	B	E	E	F	S	M	S	D	O	B	N
E	U	J	D	L	O	R	H	A	M	T	Q
K	T	U	N	A	B	E	Z	P	L	R	X
R	T	V	I	O	M	N	B	D	A	A	P
U	E	A	U	R	A	I	E	Z	S	E	T
T	R	S	H	E	L	L	F	I	S	H	S

HIDDEN WORD PUZZLE

FRUITS AND VEGETABLES GROUP

P	O	T	A	T	O	M	A	T	O	N	E	C
E	E	A	R	P	O	N	P	N	A	E	B	A
A	P	A	R	E	K	S	P	C	G	R	A	R
C	L	O	S	A	T	C	L	E	M	O	N	R
H	B	C	O	R	N	N	E	Z	R	A	A	O
D	O	T	C	S	W	O	N	L	T	R	N	T
L	E	T	T	U	C	E	B	O	E	R	A	E
F	A	T	S	H	S	I	D	A	R	G	E	E
E	G	N	A	R	O	E	N	R	E	S	Y	B
A	B	S	P	I	N	A	C	H	K	A	L	E
T	G	O	S	T	B	C	N	T	O	B	L	C
O	K	R	A	G	R	O	P	S	T	E	L	P
L	O	T	B	R	T	C	T	R	A	M	I	L

Word List:

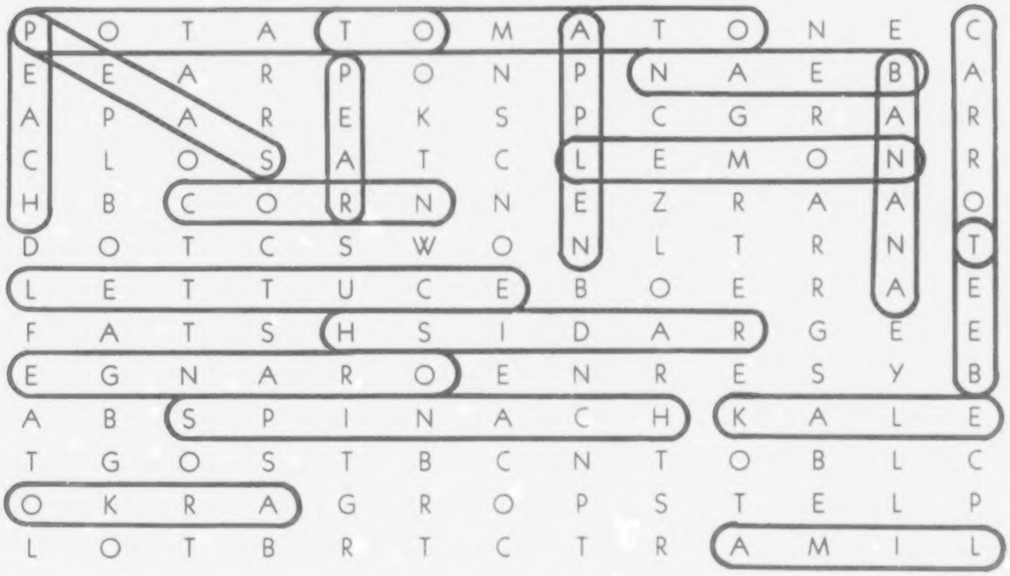
potato
orange
tomato
bean
beet
apple
radish

corn
carrot
lima
peach
pear
okra

lemon
lettuce
banana
spinach
kale
peas

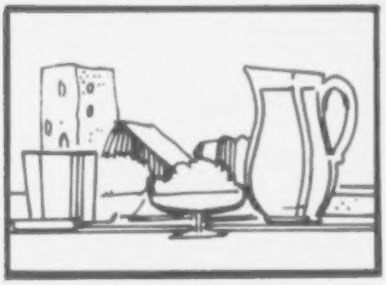
HIDDEN WORD PUZZLE
ANSWER SHEET

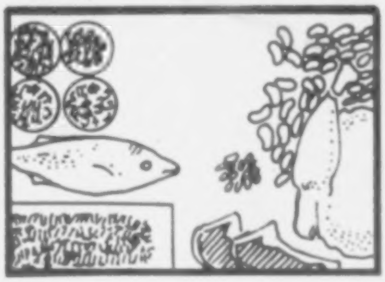
FRUITS AND VEGETABLES GROUP

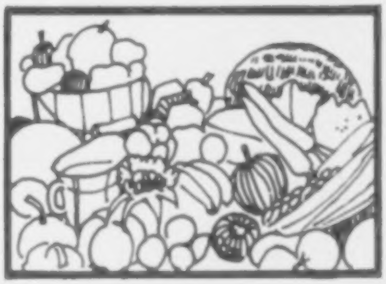


P	O	T	A	T	O	M	A	T	O	N	E	C
E	E	A	R	P	O	N	P	N	A	E	B	A
A	P	A	R	E	K	S	P	C	G	R	A	R
C	L	O	S	A	T	C	L	E	M	O	N	R
H	B	C	O	R	N	N	E	Z	R	A	A	O
D	O	T	C	S	W	O	N	L	T	R	N	T
L	E	T	T	U	C	E	B	O	E	R	A	E
F	A	T	S	H	S	I	D	A	R	G	E	E
E	G	N	A	R	O	E	N	R	E	S	Y	B
A	B	S	P	I	N	A	C	H	K	A	L	E
T	G	O	S	T	B	C	N	T	O	B	L	C
O	K	R	A	G	R	O	P	S	T	E	L	P
L	O	T	B	R	T	C	T	R	A	M	I	L

Identify the Food Group



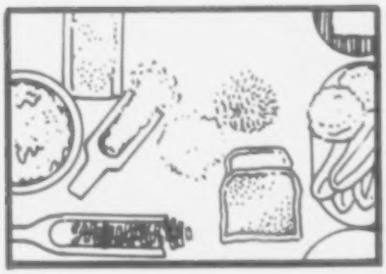


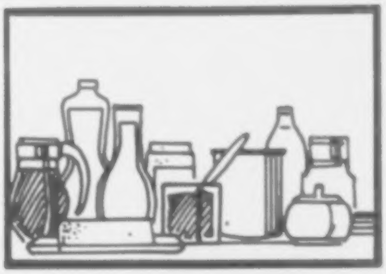


1. MILK CHEESE Group

2. MEAT Poultry Fish BEANS Group

3. VEGETABLE FRUIT Group





4. BREAD CEREAL Group

5. FATS SWEETS Group

Directions:

Each one of these foods is in one of the five food groups. Write the number 1, 2, 3, 4, or 5 in the blank to represent the food group.

____Roast
____Candy
____Peas
____Ice Cream
____Potato
____Turkey
____Green Beans
____Rice
____Bread
____Orange
____Cheese

____Lettuce
____Fish
____Liver
____Butter
____Oatmeal
____Egg
____Lemon
____Corn Flakes
____Tomato
____Milk
____Soft Drinks

____Jelly
____Ham
____Apple
____Banana
____Chocolate Milk
____Peach
____Meat Loaf
____Grapes
____Frankfurter
____Salad Dressing
____Carrot

ANSWERS Identify the Food Group

Directions:

Each one of these foods is in one of the five food groups. Write the number 1, 2, 3, 4, or 5 in the blank to represent the food group.

2 Roast
5 Candy
3 Peas
1 Ice Cream
3 Potato
2 Turkey
3 Green Beans
4 Rice
4 Bread
3 Orange
1 Cheese

3 Lettuce
2 Fish
2 Liver
5 Butter
4 Oatmeal
2 Egg
3 Lemon
4 Corn Flakes
3 Tomato
1 Milk
5 Soft Drinks

5 Jelly
2 Ham
3 Apple
3 Banana
1 Chocolate Milk
3 Peach
2 Meat Loaf
3 Grapes
2 Frankfurter
5 Salad Dressing
3 Carrot

KNOW YOUR NUTRIENTS

1			4		6	
	▨	▨		▨		▨
	▨	17		19		
22						▨
	▨	31			▨	35
	▨	▨		▨	▨	
43						

ACROSS

1. Nutrient that builds muscles.
17. The measuring stick that measures the energy in your food is a ______________ie.
22. A B-vitamin needed to prevent pellagra.
31. You can balance your diet if you follow ______________________ Basic Five.
43. Carbohydrates come from foods that are sugary and ______________________.

DOWN

1. A very good energy snack.
4. If you have trouble with your school work you should ask your ______________.
6. You need this to build strong blood.
17. A balanced diet is more important for you than for your dog or your __________.
19. You need more energy to play baseball than you do to ______________ down.
35. Vitamin C is one vitamin that you must have every ______________________.

ANSWERS
KNOW YOUR NUTRIENTS

P	R	O	T	E	I	N
E	▨	▨	E	▨	R	▨
A	▨	C	A	L	O	R
N	I	A	C	I	N	▨
U	▨	T	H	E	▨	D
T	▨	▨	E	▨	▨	A
S	T	A	R	C	H	Y

A MENU PLANNER'S DREAM

Mary enjoys planning meals weekly. In fact she dreams about menu planning nightly. Unscramble these words and name the menu planning principles of food classes Mary dreams about.

1. TRVIYAE ______________________________
2. UIRSTOTNUI ______________________________
3. LEVBAESGTE ______________________________
4. INMA HSDI ______________________________
5. RTIFUS ______________________________
6. ASYFTIGNIS ______________________________
7. LSDASA ______________________________
8. ZPEAGPINTI ______________________________
9. RUOLOCFL ______________________________
10. SERDSTE ______________________________

NAME A NUTRIENT

When the blanks below are filled in correctly, you spell a common nutrient found in each of the foods listed in the group. Fill in blank letters to name the NUTRIENT.

__ OULTRY
D __ Y BEANS
H __ TDOG
__ URKEY
B __ EF
F __ SH
TU __ A

L __ VER
COLLA __ DS
M __ LASSES
BEA __ S

GUA __ A
TURN __ PS
__ ANGERINE
GR __ PEFRUIT
TO __ ATO
CAUL __ FLOWER
ORA __ GE
__ ABBAGE

ENDI __ E
APR __ COTS
CARRO __ S
K __ LE
PU __ PKIN
SP __ NACH
PRU __ ES
SQU __ SH

ANSWERS

A MENU PLANNER'S DREAM

1.	TRVIYAE	VARIETY
2.	UIRSTOTNUI	NUTRITIOUS
3.	LEVBAESGTE	VEGETABLES
4.	INMA HSDI	MAIN DISH
5.	RTIFUS	FRUITS
6.	ASYFTIGNIS	SATISFYING
7.	LSDASA	SALADS
8.	ZPEAGPINTI	APPETIZING
9.	RUOLOCFL	COLORFUL
10.	SERDSTE	DESSERT

NAME A NUTRIENT

POULTRY
D**R**Y BEANS
H**O**TDOG
TURKEY
B**E**EF
F**I**SH
TU**N**A

L**I**VER
COLLA**R**DS
M**O**LASSES
BEA**N**S

GUA**V**A
TURN**I**PS
TANGERINE
GR**A**PEFRUIT
TO**M**ATO
CAUL**I**FLOWER
ORA**N**GE
CABBAGE

ENDI**V**E
APR**I**COTS
CARRO**T**S
K**A**LE
PU**M**PKIN
SP**I**NACH
PRU**N**ES
SQU**A**SH

NUTRITION & NOTABLE CHARACTERS

HERE ARE SOME OLD FRIENDS you may remember from your childhood days. Poor things, they need help. You can come to their rescue by filling in the blanks, giving them some much-needed advice about nutrition.

1. Everyone knows that Humpty Dumpty sat on a wall and that he also took a very great fall. But not everyone knows that some of his teeth were knocked out and that his gums didn't heal because he was lacking vitamin ____________.

2. Just as Humpty Dumpty fell off the wall, a crooked man went by. The crooked man had just bought a crooked cat which had caught a crooked mouse. Pity them, they all must have had rickets because of insufficient vitamin ____________.

3. In a home nearby lived five little pigs. One little pig was going to market, one little pig was staying home, one little pig was having roast beef, and one little pig was having none. The last little pig cried, "Wee, wee, wee!" because he knew he needed ____________ so that he could grow as big as the other pigs.

4. Three other pigs in the neighborhood were building homes of straw, sticks, and brick. The nervous, puffing wolf who gave them a hard time was doing so because he needed pork in his diet to get more of the vitamin called ____________.

5. Nearby, Jack was making trips up and down the beanstalk to retrieve some of the giant's possessions such as the hen that laid the golden eggs. Jack especially treasured these golden eggs because he knew their rich, yellow yolks contained vitamin ____________ that he and his mother needed.

6. In the distant meadow, Little Boy Blue should have been looking after his sheep, but instead he was under the haystack fast asleep. Perhaps Boy Blue couldn't stay awake because he was suffering from anemia due to insufficient ____________ in his diet.

7. Walking through the woods, Little Red Riding Hood could be seen on her way to grandmother's house. In the basket of food she was bringing to her grandmother, there were several oranges. Red Riding Hood's mother, who packed the oranges in the basket, knew these were a good source of vitamin ____________, which grandmother needed everyday.

8. Next door to grandmother's house, Little Tommy Tucker was singing for his supper. He usually had white bread and butter. Let's hope his bread was enriched with the B-complex vitamins: thiamine, riboflavin, and ____________.

9. In the same town, Cinderella lived with her three stepsisters. Cinderella spent most of her days working inside the dark, dingy house. Because she seldom had the opportunity to get outside in the sunshine and since her stepmother did not buy fortified milk, Cinderella was probably lacking sufficient vitamin ____________.

10. On a tuffet near Cinderella's house, Little Ms. Muffet sat eating her curds and whey. It's unfortunate that a spider frightened her away because, like all boys and girls, she needed ____________ from milk that day for her bones and teeth.

11. The hill behind Ms. Muffet's house was the scene of a tragic accident. Jack had fallen down and broken his crown, and Jill had come tumbling after. Both Jack and Jill were severely cut. Let's hope they had been eating foods with sufficient vitamin ____________ so their blood would clot quickly.

12. Jack and Jill were fortunate not to live in Old Mother Hubbard's house. When she went to the cupboard she usually found it bare. There was not a single serving in her cupboard from any of the ____________ Groups.

13. Goldilocks knew it would be useless to go into Mother Hubbard's house. Instead, she made a visit to the home of the three bears who had gone out and left their porridge to cool. After eating the little, small, wee bear's porridge, Goldilocks knew that she had eaten one of her four servings from the ____________ Group for that day.

14. Even Goldilocks knew that Jack Sprat and his wife had terrible table manners because they licked their platter clean. It was well known that Jack would eat no fat and his wife would eat no lean. Therefore, it can be seen that only Jack was getting enough protein from the ____________ Group every day.

15. Little Jack Horner sat in a corner of the Sprat's house and when he had eaten a plum proudly said, "What a good boy am I." He knew he had just had one of his four servings from the ____________ Group for that day.

16. The pretty maid, who was a friend of Little Jack Horner's, was walking down the road when she met a handsome stranger who asked, "What is your father, my pretty maid?" She replied that her father was a dairy farmer who helped provide the townspeople with their daily requirement from the ____________ Group.

17. The pretty maid's father often employed the butcher, the baker, and the candlestick maker to churn his butter. They worked very hard to provide the townspeople with this form of ____________, which helped to make their food more appealing. As they churned, they often hummed, "Rub-a-dub-dub, three men in a tub."

18. The Queen of Hearts used some of this butter to make her tarts. When baking, she frequently sampled her goodies and eventually became as round as her tarts. She would be wise to begin to limit her ____________ so she could lose weight and fit into her favorite dress again — the one she planned to wear to the fair.

19. One of the Queen's subjects was Simple Simon who met a pieman going to the fair. Said Simple Simon to the pieman, "Let me taste your ware." The pieman replied, "My pies are full of energy and contain lots of starches and sugar. These are forms of ____________ which will give you energy to enjoy the fair."

20. Polly put the kettle on to make her friends some tea. She knew this would contribute to the eight glasses of ____________ or its equivalent that they should have every day. However, Sukey took the kettle off and told Polly, "Your friends have gone away. They've gone into town to help Humpty Dumpty put himself together again."

What's New in Home Economics, September, 1973

ANSWERS: 1. C; 2. D; 3. Protein; 4. Thiamine; 5. A; 6. Iron; 7. C; 8. Niacin; 9. D; 10. Calcium; 11. Vitamin K; 12. 5 Food; 13. Breads & Cereals; 14. Meat; 15. Fruits & Vegetables; 16. Milk; 17. Fat; 18. Calories; 19. Carbohydrates; 20. Water

LITTLE RED RIDING HOOD UP-TO-DATE

Use these words to fill in the blanks:

- Protein
- Iron
- Oranges
- Vitamin D
- Calcium
- Vitamin A
- Strawberries
- Vitamin C

Once upon a time, at the edge of a big forest, a little girl who wore a red hood and cape lived in a cottage with her mother. Little Red Riding Hood was her name.

One morning she decided to take a basket of food to her sick grandmother. In it she carried (1) ____________ and (2) ____________, because they are a good source of (3) ____________. The vegetable soup she carried was rich in (4) ____________, which provides healthy skin and good eyes.

The sun was shining brightly that day as she walked to her grandmother's house. Red Riding Hood decided to stop and sit in the warm sun because it provides vitamin (5) ____________ which is necessary to prevent rickets.

Just then, a big wolf happened by and he began to realize how hungry he was when he saw her. "Good morning, Little Red Riding Hood," he said. "Where are you going on this fine morning?"

"I am going to see my sick grandmother and I am taking her this basket of food," said the little girl.

"Well," said the wolf. "And where does your grandmother live?"

"On the other side of the wood," said Red Riding Hood.

"Then you had better pick up some of those nuts from the walnut tree over there because they will give her (6) ____________ for building and repairing body tissue. Well, I must be on my way now," he said as he watched the little girl kneel down to pick up the nuts.

The wolf ran straight to grandmother's house and knocked on the door.

The grandmother opened the door, thinking it was Red Riding Hood, and the wicked wolf grabbed her and locked her in a closet.

Dressing up like grandmother, the wolf waited for the little girl and the basket of food.

When Red Riding Hood knocked on the door, the wolf called, "Come in, my dear. I am in bed, but the door is unlocked."

As Little Red Riding Hood opened the door, the wicked wolf grabbed her and locked her in the closet with the grandmother. Then he took the basket of food, poured himself a glass of milk which will give (7) ____ ________ to build strong bones and teeth. The wicked wolf ate the raisins and dates which contain (8) ____________ to build rich red blood and was starting to eat the soup when a hunter happened to be passing by the grandmother's cottage. He heard the wicked wolf's gleeful chuckles as he danced around the room with the basket of food.

The brave hunter opened the door and shot the wolf dead. Then he unlocked the doors and let Little Red Riding Hood and her grandmother out of the closet. They thanked the hunter and the three of them sat down to a nutritious and delicious lunch.

by Joan Morton

LITTLE RED RIDING HOOD UP-TO-DATE
ANSWER SHEET

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- Iron
- Oranges
- Vitamin D
- Calcium
- Vitamin A
- Strawberries
- Vitamin C

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One morning she decided to take a basket of food to her sick grandmother. In it she carried (1) ORANGES and (2) STRAWBERRIES because they are a good source of (3) VITAMIN C. The vegetable soup she carried was rich in (4) VITAMIN A, which provides healthy skin and good eyes.

The sun was shining brightly that day as she walked to her grandmother's house. Red Riding Hood decided to stop and sit in the warm sun because it provides vitamin (5) VITAMIN D which is necessary to prevent rickets.

Just then, a big wolf happened by and he began to realize how hungry he was when he saw her. "Good morning, Little Red Riding Hood," he said. "Where are you going on this fine morning?"

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"Well," said the wolf. "And where does your grandmother live?"

"On the other side of the wood," said Red Riding Hood.

"Then you had better pick up some of those nuts from the walnut tree over there because they will give her (6) PROTEIN for building and repairing body tissue. Well, I must be on my way now," he said as he watched the little girl kneel down to pick up the nuts.

The wolf ran straight to grandmother's house and knocked on the door.

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by Joan Morton

SCORE WITH THE BASIC FIVE

Fill in as many different foods under each BASIC FIVE FOOD GROUP as you can think of in _____ minutes (fill in number of minutes before you start).

MILK GROUP

MEAT GROUP

VEGETABLE-FRUIT GROUP

BREAD-CEREAL GROUP

FATS-SWEETS GROUP

ANSWERS
SCORE WITH THE BASIC FIVE

MILK GROUP
Whole Milk
Evaporated Milk
Cheddar Cheese
Swiss Cheese
Buttermilk
Ice Cream
Dry Milk
Skim Milk
Cream Cheese
Blue Cheese
Ice Milk
Coffee Cream

BREAD-CEREAL GROUP
(Whole Grain or Enriched)

Biscuits
Boston Brown Bread
Cornbread
Muffins
Pancakes
Raisin Bread
Rolls
Rye Bread
Waffles
White Bread
Whole Wheat Bread

Crackers
Corn Grits
Hominy
Macaroni
Noodles
Oatmeal
Ready-to-eat Cereal
Rice
Rolled Oats
Rolled Wheat
Spaghetti

FATS-SWEETS GROUP
Butter
Margarine
Lard
Drippings
Mayonnaise and other
  Salad Dressings
Oils
Shortening
Candy
Sugar
Jam
Jelly
Many Gravies
Syrup
Sweet Toppings
Soft Drinks
Bakery Goods that are not
  enriched with vitamins
  and added nutrients

VEGETABLE-FRUIT GROUP
Asparagus
Beets
Broccoli
Brussels Sprouts
Cabbage
Carrots
Cauliflower
Celery
Collard Greens
Corn
Cress
Eggplant
Green Pepper
Green Beans
Green Peas
Kale
Lettuce
Lima Beans
Mushrooms
Onions
Parsley
Potatoes
Pumpkin
Rutabaga
Sauerkraut
Spinach
Swiss Chard
Tomatoes
Sweet Potatoes
Tomato Juice
Trunip Greens
Turnips
Watercress
Wax Beans
Zucchini Squash

Apple
Apricots
Banana
Blueberries
Cantaloupe
Cherries
Dates
Figs
Grapefruit
Grapefruit Juice
Grapes
Honeydew Melon
Lemons
Limes
Mangos
Nectarines
Orange Juice
Oranges
Papaya
Peaches
Pears
Persimmons
Pineapple
Plums
Prunes
Raisins
Raspberries
Rhubarb
Strawberries
Tangelo
Tangerines
Watermelon

MEAT GROUP
Beef
Lamb
Pork
Veal
Fish
Chicken
Duck
Turkey
Ham
Liver
Frankfurter
Goose
Liverwurst
Dry Beans
Peanut Butter
Ground Beef
Stewing Lamb
Pork Chops
Veal Chops
Salmon
Tuna
Shrimp
Oysters
Kidney
Sausage
Salami
Bologna
Sardines
Dry Peas
Eggs

THE SCRAMBLE EGG GAME

Here are some common foods that all of you eat. But the words are all mixed up! Each food is listed with the meal where you would probably eat it. Unscramble the words — and discover some good things to eat!

BREAKFAST

NORC LAFEKS ____________
KIML ____________
ABNNAA ____________
OTTSA ____________
NGAROE CIUJE ____________
LYLEJ ____________

LUNCH

OTH OGSD ____________
MKLI ____________
HESCEE ____________
BEDAR ____________
PPEAL ____________
ATPOTO PIHSC ____________

DINNER

TOOTAP ____________
LIKM ____________
HTO LLSRO ____________
CHKNEIC ____________
SNABE ____________
TUBRET ____________
EKAC ____________

SNACK

PARGES ____________
SISIARN ____________
USTN ____________
ILKM ____________
RARCTOS ____________
ECI CEMRA ____________

Now that you have unscrambled the words, put the foods into the proper food groups.

MILK GROUP

MEAT GROUP

FRUITS AND VEGETABLES GROUP

BREADS AND CEREALS GROUP

FATS AND SWEETS GROUP

THE SCRAMBLE EGG GAME
ANSWER SHEET

Here are some common foods that all of you eat. But the words are all mixed up! Each food is listed with the meal where you would probably eat it. Unscramble the words — and discover some good things to eat!

BREAKFAST

NORC LAFEKS CORN FLAKES
KIML MILK
ABNNAA BANANA
OTTSA TOAST
NGAROE CIUJE ORANGE JUICE
LYLEJ JELLY

LUNCH

OTH OGSD HOT DOGS
MKLI MILK
HESCEE CHEESE
BEDAR BREAD
PPEAL APPLE
ATPOTO PIHSC POTATO CHIPS

DINNER

TOOTAP POTATO
LIKM MILK
HTO LLSRO HOT ROLLS
CHKNEIC CHICKEN
SNABE BEANS
TUBRET BUTTER
EKAC CAKE

SNACK

PARGES GRAPES
SISIARN RAISINS
USTN NUTS
ILKM MILK
RARCTOS CARROTS
ECI CEMRA ICE CREAM

Now that you have unscrambled the words, put the foods into the proper food groups.

MILK GROUP

MILK
CHEESE
ICE CREAM

MEAT GROUP

HOT DOGS
CHICKEN
NUTS

FRUITS AND VEGETABLES GROUP

BANANA
ORANGE JUICE
APPLE
POTATO
BEANS
GRAPES
RAISINS
CARROTS

BREADS AND CEREALS GROUP

CORN FLAKES
TOAST
BREAD
HOT ROLLS

FATS AND SWEETS GROUP

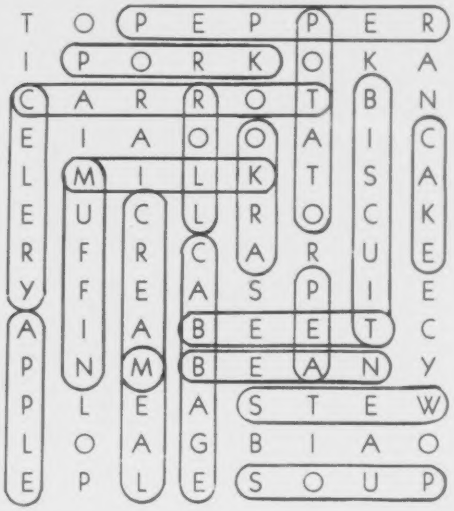
JELLY
POTATO CHIPS
BUTTER
CAKE

SCRAMBLE FOR YOUR FOOD

There are about 20 food words hidden in the scramble below. Find the words and circle them. Some are straight across and some are straight down. The circles may overlap.

T	O	P	E	P	P	E	R
I	P	O	R	K	O	K	A
C	A	R	R	O	T	B	N
E	I	A	O	O	A	I	C
L	M	I	L	K	T	S	A
E	U	C	L	R	O	C	K
R	F	R	C	A	R	U	E
Y	F	E	A	S	P	I	E
A	I	A	B	E	E	T	C
P	N	M	B	E	A	N	Y
P	L	E	A	S	T	E	W
L	O	A	G	B	I	A	O
E	P	L	E	S	O	U	P

ANSWERS
SCRAMBLE FOR YOUR FOOD



T	O	P	E	P	P	E	R
I	P	O	R	K	O	K	A
C	A	R	R	O	T	B	N
E	I	A	O	O	A	I	C
L	M	I	L	K	T	S	A
E	U	C	L	R	O	C	K
R	F	R	C	A	R	U	E
Y	F	E	A	S	P	I	E
A	I	A	B	E	E	T	C
P	N	M	B	E	A	N	Y
P	L	E	A	S	T	E	W
L	O	A	G	B	I	A	O
E	P	L	E	S	O	U	P

THE KEY NUTRIENT MATCH

Match the Key Nutrients in the left column with the one phrase in the right column which makes the truest sentence. Circle the number of the most correct phrase.

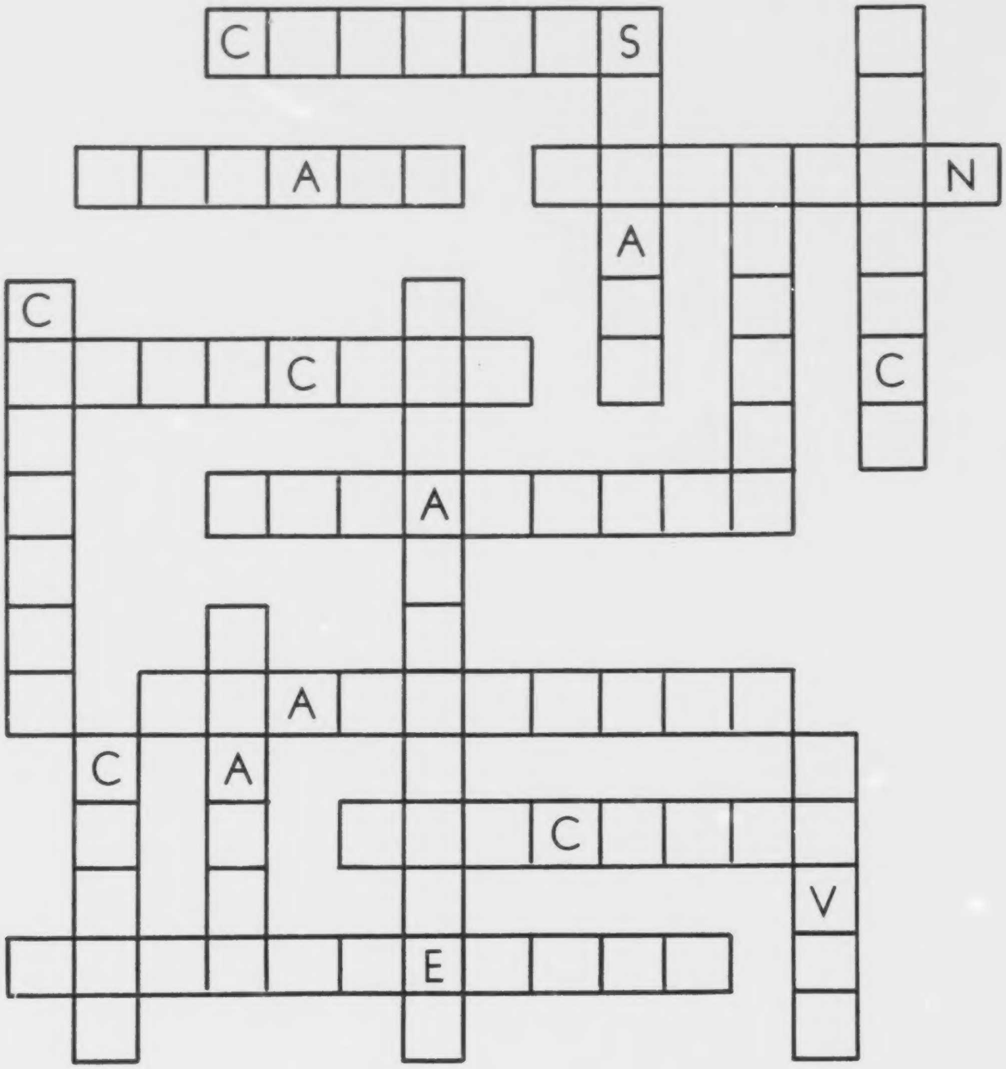
Protein	1. builds and repairs body cells.
	2. is abundant in green leafy vegetables.
	3. is needed by children only.
Fats and Carbohydrates	1. are good for weight watchers.
	2. eliminate tooth decay.
	3. give energy for work and play.
Calcium	1. builds skin cells.
	2. helps build bones and teeth.
	3. is a vitamin.
Iron	1. helps your nerves carry messages.
	2. improves eyesight.
	3. builds red blood cells.
Thiamin	1. promotes good appetite and digestion.
	2. heals wounds.
	3. produces muscular disability.
Riboflavin	1. regulates heart beat.
	2. combines with protein to form enzymes.
	3. causes loss of appetite.
Niacin	1. repairs muscles.
	2. builds body cells.
	3. is called the pellagra preventing vitamin.
Vitamin C	1. helps hold body cells together.
	2. makes your gums bleed.
	3. promotes digestion.
Vitamin A	1. helps your muscles work.
	2. helps you see in the dark.
	3. helps blood to clot.

ANSWERS
THE KEY NUTRIENT MATCH

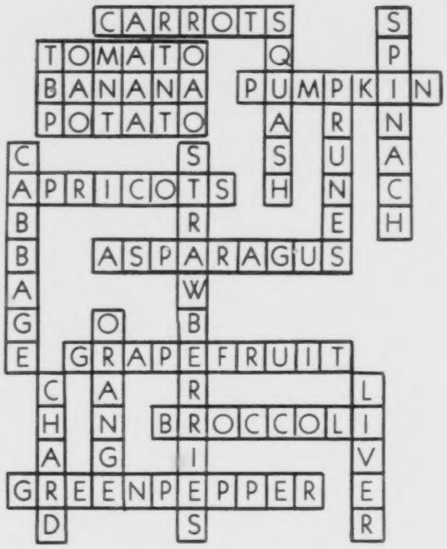
Protein	[✓ 1] builds and repairs body cells. 2. is abundant in green leafy vegetables. 3. is needed by children only.
Fats and Carbohydrates	1. are good for weight watchers. 2. eliminate tooth decay. [✓ 3] give energy for work and play.
Calcium	1. builds skin cells. [✓ 2] helps build bones and teeth. 3. is a vitamin.
Iron	1. helps your nerves carry messages. 2. improves eyesight. [✓ 3.] builds red blood cells.
Thiamin	[✓ 1.] promotes good appetite and digestion. 2. heals wounds. 3. produces muscular disability.
Riboflavin	1. regulates heart beat. [✓ 2] combines with protein to form enzymes. 3. causes loss of appetite.
Niacin	1. repairs muscles. 2. builds body cells. [✓ 3] is called the pellagra preventing vitamin.
Vitamin C	[✓ 1] helps hold body cells together. 2. makes your gums bleed. 3. promotes digestion.
Vitamin A	1. helps your muscles work. [✓ 2.] helps you see in the dark. 3. helps blood to clot.

THE VITAMIN ROAD TO GOOD NUTRITION

Print the names of 16 good vitamin A or C foods in the boxes reading across and down in the crossword puzzle. The letters given make up part of the name.



ANSWERS
THE VITAMIN ROAD TO GOOD NUTRITION


CARROTS
TOMATO
BANANA
PUMPKIN
POTATO
SQUASH
SPINACH
PRUNES
CABBAGE
APRICOTS
STRAWBERRIES
ASPARAGUS
ORANGE
GRAPEFRUIT
CHARD
LIVER
BROCCOLI
GREENPEPPER

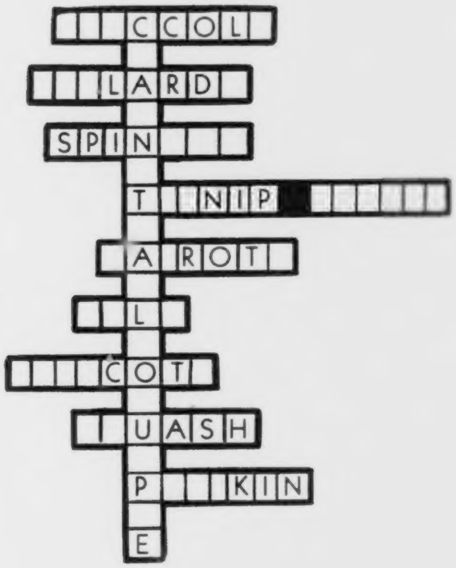
Fruits and vegetables have lots of vitamin A and vitamin C for you. Do you know what these vitamins do? Vitamin C builds healthy gums and bodies. Vitamin A helps you grow and helps you see in the dark. It also helps you have healthy skin. Many fruits and vegetables have lots of vitamin A and C.

Deep green and deep yellow vegetables are the best place to get vitamin A. That might be dark green vegetables like kale, broccoli, collards, spinach, and turnip greens. Dark yellow counts too. Carrots, pumpkins, and sweet potatoes have lots of vitamin A. So do fruits like apricots and cantaloupe.

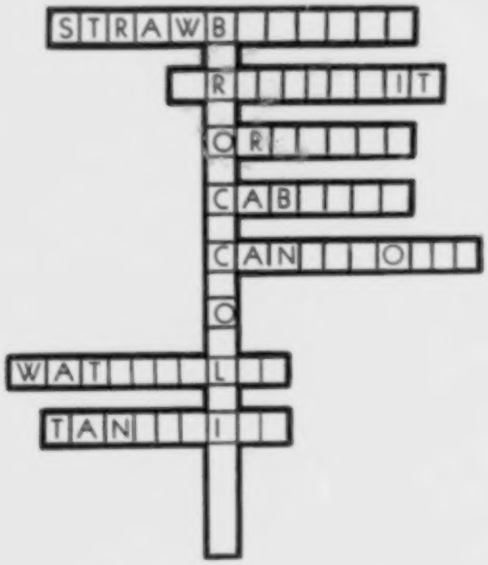
Oranges, grapefruit, and other citrus fruit have plenty of vitamin C. You can eat them fresh, or drink a glass of their juice. Strawberries, broccoli, and cantaloupe are good places to find your vitamin C, too. Cabbage, tangerines, and watermelon have vitamin C as well.

See if you can fill in the blanks below to make the names of the vegetables that give you the vitamin A and C you need.

VITAMIN A



VITAMIN C



NOTES

NOTES

Section H

TEST YOUR TASTER

INTRODUCTION:

Tasting Party Tips .... H 1

IDEAS FOR TASTING PARTIES:

Can You Name It? .... H 2
Five Ways to Learn About Cabbage .... H 3
Fruit and/or Vegetable Basket Turnover .... H 4
Miscellaneous Tasting Party Suggestions H13
Name the Food in the Mystery Feel Box .... H 5
Peter Rabbit Tasting Party .... H 7
Pin a Food on Majestic Milk .... H 9
Please Do Eat the Flowers H10
What Am I? H11
What Part of a Plant Am I? H12

BEST COPY AVAILABLE

TEST YOUR TASTER

Wake up a new taste bud and have a TASTING PARTY! Plan with your school kitchen manager or PTA mothers to introduce new foods and healthful snacks to your students. Bite-size samples of foods are served for the children to taste. The film "Tasting Party" (free loan — see resource section) is excellent for encouraging children to have a taste.

Children are sometimes not very brave about tasting new foods. Be sure the atmosphere is positive and that all adults present set a good example by participating in the tasting party. Do not force a child to taste but be encouraging and make tasting a treat. Allow your class to eat the facts!!!

TASTING PARTY TIPS

Plan for tasting parties to be served around 2:00 p.m. Children are hungry at this time, and foods taste better when we are hungry.

It's a good idea to pass around a cloth dipped in bleach water (1 tablespoon of bleach per gallon of water) to clean and sanitize little hands before tasting.

Try to coordinate foods tasted in the classroom with foods served in the cafeteria when possible. If a food is tasted in class one day and served in the cafeteria the next, learning is reinforced. Encourage the children to try the food again in the cafeteria and discuss afterwards in class.

Remember that surveys point out that Oklahoma's children who eat in the school lunch and breakfast programs have more adequate diets than those who do not. Use your cafeteria as a learning laboratory.

CAN YOU NAME IT?

Materials Needed:

Fruit basket filled with different fruits. Plastic models, pictures of fruits, etc. can be used. Select items children should be learning to eat including oranges, apples, grapes, bananas, strawberries, cantaloupe, grapefruit, pears, peaches, raisins, apricots, prunes, figs, blackberries, etc.

Tray of bite-size samples of two or more fruits

Napkins

Instructions:

1. Let children select a food item from the fruit basket and identify what it is.
2. Discuss with the group when to eat the fruit, how to eat it, and that at least one fruit should be eaten each day. Explain that we should learn to eat a variety of fruits because different fruits help us grow in different ways.
3. After most of the fruits have been identified and discussed, have children wash their hands.
4. Provide a tray of fruits which have been prepared. Give each child a sample of each fruit prepared.

Teacher's Notes:

As the game of "Can You Name It?" is repeated, let the children tell more about each fruit — how they are learning to eat them, why the fruits are their food friends, etc.

Find out how many are buying snack items. Encourage them to buy fruits because they are good snacks and will help them grow, glow, and go!

FIVE WAYS TO LEARN ABOUT CABBAGE

1. Peel off an outer cabbage leaf for each student. Let students spread peanut butter on the leaf and roll to make peanut butter roll-ups. Delicious! Discuss shape, form, color, history, what to look for when buying cabbage. Remember to purchase firm heads that feel heavy and are bright colored. Avoid any that have had the ends excessively trimmed.
2. Take a sharp knife and carefully mark a circular shape in the round end of a cabbage using a sterno can as a pattern. Cut deeply enough into the cabbage so that later the sterno can will fit into the cabbage. After the circle is marked, carefully chop up the cabbage inside the circle with a knife. Remove chopped cabbage, add coleslaw dressing, and eat! Discuss safety, nutrient value, etc. Cabbage is high in vitamin C, calcium, and vitamin A if it is dark green or red. Save the unused portion of this cabbage for activity 3.
3. Insert the sterno can into the hole of the cabbage made during the coleslaw activity. Light sterno and let students roast little sausages or wieners that have been placed on long skewers or fondue forks. Explain that sauerkraut is made from cabbage. Serve small portions of sauerkraut with the roasted wieners.
4. Cut a cabbage into wedges and let the students eat it raw. Discuss and show fractions while cutting cabbage. Listen to the crunch when it is eaten. Talk about the texture. Explain that raw vegetables are very nutritious.
5. Divide a head of cabbage into 3 portions. Cook each portion in a separate saucepan. Cook one portion properly, undercook one portion, and overcook the third portion. Let students taste the cooked cabbage. Discuss adding vinegar and soda during cooking and the vitamin loss caused by the vinegar or soda and from long cooking periods.

Cafeteria Activities

After the completion of the five activities, the cafeteria might serve 1'' raw cabbage wedges, sauerkraut and wieners, and/or cooked cabbage as a follow-up. Observe plate waste before and after the cabbage unit.

Cabbage History

Cabbage is of ancient lineage. Cabbage was well known to the ancient Romans who believed it to have considerable therapeutic value. It is a member of one of the largest families of vegetables, being related to cauliflower, brussel sprouts, and kale.

FRUIT AND/OR VEGETABLE BASKET TURNOVER

Materials Needed:

Pictures of different fruits (one for each child)

Pictures of different vegetables (one for each child)

Chairs for all but one student (arranged in a circle)

Fruit taste samples for each child — possibly one that is unfamiliar to them (preferably high in Vitamin C)

Vegetable taste samples for each child — possibly one that is unfamiliar to them (preferably high in Vitamin A)

Knife

Chopping board

Toothpicks

Napkins

Instructions:

1. Select which game is to be played — fruit or vegetable basket — and choose a leader.
2. If fruit basket is selected, give each child a picture of a different fruit.
3. Seat everyone except the leader. The leader calls out the name of two fruits.
4. The students holding these two fruit pictures must change places.
5. The leader tries to get one of the seats first. If this happens, the student without a seat now becomes the leader.
6. The student standing must tell about the fruit he holds — why it is important to eat, when and how it grows, what food value it contains, how people eat it, when it may be eaten, etc.
7. After the particular fruit has been described, the game continues.
8. Sometimes the leader calls "fruit basket turnover." In this case, everyone changes seats.
9. After the game is completed, the students taste samples of unfamiliar fruits or vegetables, depending on which game was played.
10. Vegetable basket turnover is played in the same manner using pictures of vegetables instead of fruits.

Teacher's Notes:

As the food samples are being eaten, discuss the food value they contain, how they may be eaten, discuss the food value they contain, how they may be eaten, different ways to prepare them, how to conserve their food value, etc.

Explain that each breakfast (if served at school) and each lunch served at school must have fruit and/or vegetables or full-strength fruit or vegetable juices. The lunch should have two or more fruits and/or vegetables.

Have children identify the fruits and/or vegetables served in their meals daily. Relate these to the fruits and vegetables group. If children have two servings at school, how many more should they have during the day. Would fruits and/or vegetables be good for snacks?

NAME THE FOOD IN THE MYSTERY FEEL BOX

Materials Needed:

A mystery box or bag. This may be made by putting a stretchy man's sock, after the foot has been discarded, over the open end of a container such as an oatmeal box, coffee can, etc. Fasten the cut end of the sock to the outside of the container with tape, glue, staples, etc. A cloth bag can be made from a scrap, of 14'' x 18'' cloth with a drawstring closing at the top so that only a child's hand can slip in the bag. Making this kind of bag will permit the use of larger food items such as cabbage heads, etc.

A food to put in the container

Bite-size samples of the food used in the mystery box

Knife and cutting board (if needed)

Toothpicks

Napkins

Instructions:

1. Seat children in a circle and explain that you have a mystery food you want them to identify.
2. Pass the mystery box from child to child. Have each child feel the item but ask them not tell the mystery food's identity if they know.
3. Ask questions as the children are feeling the food such as:
   Is it soft or hard?
   What is its shape?
   Is the skin smooth or rough?
   How big is it?
   What do you think its color might be?
   Do you think you have eaten it before?
   Do you think it is a fruit or a vegetable?
   Relate other questions to meet the needs of the group according to the information that has been presented.
4. After all the children have had a chance to feel, let them guess what it is. List the different names given.
5. Tell them what it is and give as much information as you can about the food — where it is produced, why we eat it, what it does for the body, etc.
6. If the mystery food is one such as a prune, give each child a clean prune to eat. If the mystery food is an item like a cucumber, have a second clean item and cut it up before them so each may have a bite.
7. While the mystery food is being eaten, discuss its characteristics such as taste, texture, how it can be prepared, which meals to serve it in, if it would make a good snack food, etc.

Teacher's Notes:

This game may be repeated as often as there is a "mystery" food for children to learn about.

The game can be adapted for older children. Have a relay race by dividing the children into two or more groups and giving each group a feel bag or mystery box. The group who correctly names the mystery food first wins.You will possibly want to use more unusual food items with these children.

PETER RABBIT TASTING PARTY

Materials Needed:

Story of Peter Rabbit (which is included).

Index cards with the following words on them: bread, carrot, lettuce, radishes, beans, celery, cabbage, broccoli, turnips, potatoes, pea, onions, vegetable soup, milk. Write all words in green except milk (blue) and bread (yellow). Food models could be used here but the vegetable words reinforce vocabulary learning.

Small wheelbarrow or tray of carrot coins, celery sticks, broccoli florets, bits of cabbage, radish circles, and/or other fresh vegetables. Be sure vegetables are of good quality. It would be better not to serve a vegetable if it is strong-flavored or bitter. Be sure vegetables are crisp and thin so the children can bite and chew them easily.

Paper plates and/or napkins

Instruction:

1. Tell the story of Peter Rabbit, emphasizing that rabbits eat lots of vegetables.
2. Hold up the index card of each food as the story is told for the class to identify and "help" tell the story.
3. Have the children wash their hands after the story is completed. Explain that we always wash our hands before eating food.
4. Serve each child a small piece of each food prepared. Have them listen to the crunching of the food as they chew it. If you have any children who experience a disliking for a particular vegetable, tell them that we have to learn to like foods and that we should continue tasting and eating it because we will learn to like it. Don't force but encourage them to be like Peter Rabbit and learn to eat lots of foods so they can continue to grow and be happy and healthy.

Teacher's Notes:

Talk about animals eating vegetables and fruits. Have you ever been to the zoo? Have you seen the pans of food in the cages? Have you seen vegetables and fruits in these pans? Lots of animals eat fruits and vegetables. Can you name some of them?

Another version to this tasting party would be to let the children eat the vegetables when Peter Rabbit ate his. If you find the children hesitating to taste foods, they may join in the vegetable munching when they realize that everyone else is doing it.

PETER RABBIT

Once a family of little rabbits and their mom lived in a sandbank underneath the roots of a big fir tree. Their names were Flopsy, Mopsy, Cotton-tail, and Peter Rabbit.

One morning Mrs. Rabbit told them she was going to the baker's to buy some **bread.** "My Dears," said Mrs. Rabbit, "You may go down the lane but don't go near Mr. McGregor's garden. He works hard in his garden and would not like you nibbling on any of the vegetables."

Flopsy, Mopsy, and Cotton-tail hopped down the lane to gather blackberries, but Peter, who was a naughty little bunny, decided he was so hungry for a **carrot** he could not wait. "I will be careful," he said,"and not get caught." So he squeezed under the gate and ate some **lettuce, radishes** and **beans.** They were so good that he ate a **carrot, celery** and a **cabbage.** Just as he was about to chomp down on some **broccoli,** whom should he see but Mr. McGregor!

"Stop thief!" called Mr. McGregor as he ran after Peter with a rake.

Peter was so afraid! As he rushed for the garden gate he lost one of his shoes among the **turnips** and the other shoe among the **potatoes.** Then he got the button of his new blue jacket caught on a grape vine and could not get free. Mr. McGregor almost popped the basket over his head, but Peter wriggled out of his jacket just in the nick of time. He ran up and down and all around the garden with Mr. McGregor behind him.

Peter could not find a way out.He asked a mouse the way to the gate, but she had a large **pea** in her mouth and could not answer. He jumped up in a wheelbarrow to get a better view and what did he see but Mr. McGregor who had gone back to hoeing his **onions.** But Peter spied the gate and ran very quietly and squeezed under. He did not stop until he reached his home safely.

Poor Peter — he was so tired his mother put him to bed after feeding him some good hot **vegetable soup** and **milk.**

adapted from Beatrix Potter

PIN A FOOD ON MAJESTIC MILK

Materials Needed:

Pictures of milk group foods
Blindfold
Pins or tape
Majestic Milk poster (a large glass or carton of milk wearing a crown)
Milk, yogurt, cheese, and/or other milk group foods
Napkins

Instructions:

1. Have each child, one at a time, pick a food from the milk group choices and identify the food.
2. Blindfold the child and spin him/her around.
3. Send the child to the area where the poster is hung to pin or tape the food to Majestic Milk.
4. At the conclusion of the game, have a tasting party of milk group foods.

Teacher's Notes:

Discuss with the children:

— the important role the milk group plays in our diet. Explain that milk is our chief source of calcium and riboflavin, and if milk or milk products are not consumed, we likely will not get enough of these nutrients for good body growth and maintenance.

— Check the Daily Food Guide to determine how many servings are needed each day for various age groups.

— Discuss the different kinds of milk that may be used.

— Explain that each breakfast or lunch served at school must contain ½ pint of milk.

PLEASE DO EAT THE FLOWERS

Materials Needed:

Cauliflower
Broccoli
Water
Salt
Butter
Cutting board
Paring knife
2 saucepans
Colander
2 bowls
Small plates
Napkins

Instructions:

1. Talk about flowers:
    a. Bees like flowers because some flowers have nectar. The bee uses the nectar to make honey. Some flowers that bees like are clover, orange blossoms, blackberry blossoms, and apple blossoms.
    b. Name some flowers which are vegetables that people like to eat.
2. Pass around the cauliflower and broccoli.
    a. Discuss the shape of the cauliflower and/or broccoli.
    b. Discuss how it feels, looks, and smells.
    c. Talk about the color and texture.
3. Put the vegetables in a colander and wash well under running water.
4. Separate the plants into individual flowers or florets and have the children taste the vegetables raw.
5. Cook a portion of each vegetable in a small amount of boiling water. Drain and season cooked vegetables. Save liquid to make soup.
6. Taste and compare the texture, color and flavor of the raw and cooked vegetables. Be sure to save some of the raw vegetables to help the children with the comparison.

Teacher's Notes:

Discuss with the children:

—that the cooking process softened the vegetable's cellulose.
—the different ways vegetables may be prepared.
—that cauliflower is a compact mass of underdeveloped flowers.

WHAT AM I?

Materials Needed:

Blindfold for each child

Samples of food to taste. Select at least 2 fruits or vegetables — one they may know and one that would be a good snack.

Toothpicks

Whole food being tasted

Napkins

Instructions:

1. Seat children in a circle and provide each with a blindfold to cover their eyes so they cannot see.
2. Pass out a food sample to all children. Stress no eating until all have received a sample and then no talking until all have tasted the sample.
3. Tell children you are going to name several foods and ask them to raise their hands when you name the food they think they tasted. Start out with the impossible and finally name it. As they show their hands, count them so you can tell how many actually knew the correct answer.
4. Have children remove blindfolds. Show the whole food and discuss it.
5. Repeat for each food to be identified.

WHAT PART OF A PLANT AM I?

Materials Needed:

Food pictures of parts of plants we eat such as carrots and radishes (roots), celery and asparagus (stems), spinach and cabbage (leaves), beans and corn (seeds), potatoes (tubers), cauliflower and broccoli (flowers), and tomatoes and squash (fruits).

Poster of plant identifying different parts we eat

Film "Foods Around Us" (see resource section)

Tasting samples of various parts of a plant we eat

Napkins

Instructions:

1. Show film.
2. Discuss the different parts of a plant we eat.
3. Explain plant poster and allow children to place food pictures in appropriate places on poster.
4. Wash hands.
5. Pass out a tasting sample. Discuss the particular food, the part of a plant it represents, other foods that come from the same plant part, etc.
6. Continue with additional tasting samples.

Teacher's Notes:

Learning Center # 8 (Vegetables of All Kinds) could be used in conjunction with this tasting party.

Green Giant Company (address in resource section) has a poster which depicts the different parts of a plant and vegetables representative of each part.

Vegetable and Fruit Poster Cards (see resource section) consists of 30 cards (11¼" x 14") with full-color illustrations of common vegetables and fruits with their names in large, legible type. Also illustrated on each card is the plant on which that particular vegetable or fruit grows.

MISCELLANEOUS TASTING PARTY SUGGESTIONS

FORMS OF A FOOD PARTY — Select a particular food and serve samples of the various ways it can be prepared and eaten. Show film **Foods Around Us** (see Resource Section). Also, see Learning Center 14. Example: Apples — raw apple wedges, applesauce, dried apple pieces, baked apples, apple juice, etc. The story, "The Little Red House with No Doors and No Windows", (see Poems, Plays, and Stories Section) could be told at this time also.

BIG 4 PARTY — Read "The Thing the Professor Forgot" (see Poems, Plays, and Stories Section) and serve foods representative of each of the following food groups: fruits and vegetables, breads and cereals, milk, and meat.

FOOD GROUP PARTY — Select a particular food group. Prepare and serve samples of foods belonging to the group. Examples : Milk Group — (1) have a cheese tasting party and serve a variety of cheeses (2) have a variety of dairy products including whole milk, lowfat milk, skim milk, yogurt, ice cream, and cheese to taste.

SMELLING PARTY — Allow children to smell different aromatic spices blindfolded and guess what they are. Serve small amounts of foods containing these spices.

LOLLIPOP VEGETABLE PARTY — Place bite-size pieces of vegetables on toothpicks and serve with a dip.

GREEN EGGS AND HAM PARTY — Read **Green Eggs and Ham** by Dr. Seuss (New York: Beginner Books, 1960) to the children and discuss. Prepare green eggs and ham in the classroom.

STONE SOUP PARTY — See Food Preparation in the Classroom section for details.

FOODS FROM OTHER COUNTRIES — Prepare examples of foods representative of various foreign countries. Draw upon students' backgrounds, countries being studied in class, etc. Invite parents, grandparents, and/or other knowledgeable people in the community to aid in food preparation.

GOOD SNACKS PARTY — Serve examples of easy-to-make snacks that are nutritious or have students bring examples of good snacks from home. Make a book of nutritious snack ideas. Examples: Peanut butter and crackers, nuts and bolts, cheese and crackers, fruit, raw vegetables, raisins, nuts, etc.

COLOR TASTING PARTY — If colors are being taught, have a tasting party of various colored fruits and vegetables. Stress that the color often indicates a particular nutrient that may be present in a fruit and/or vegetable.

Section I

SNACKS AND CELEBRATIONS

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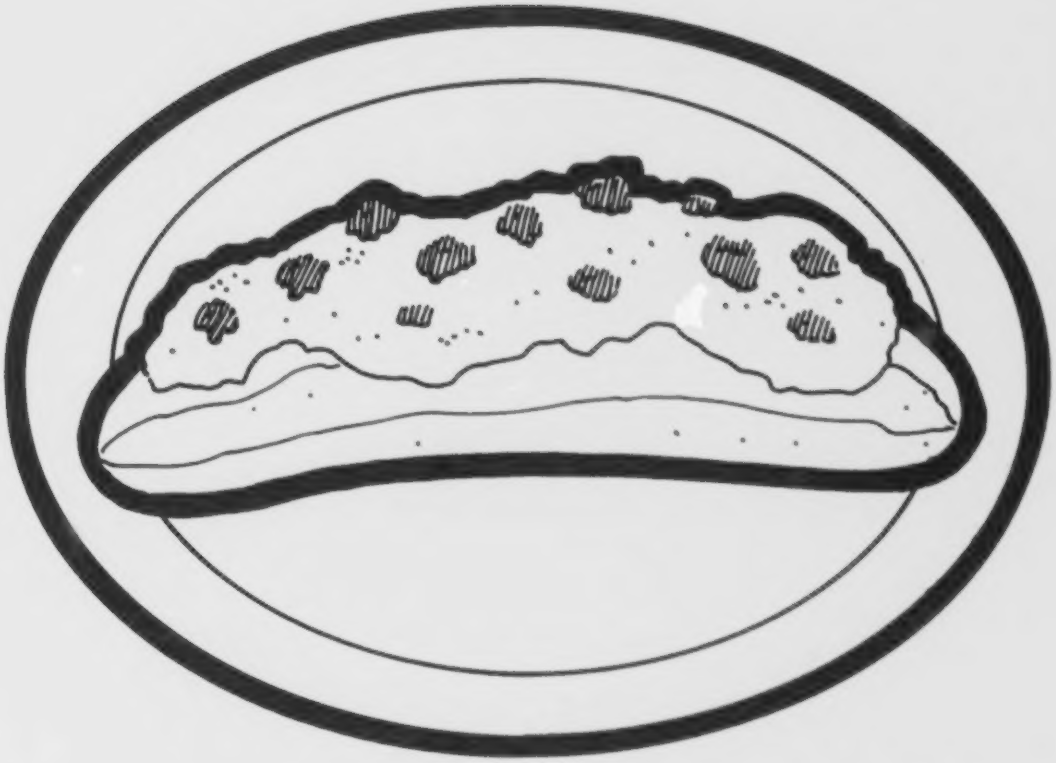
ARTISTIC IDEAS WITH FOODS

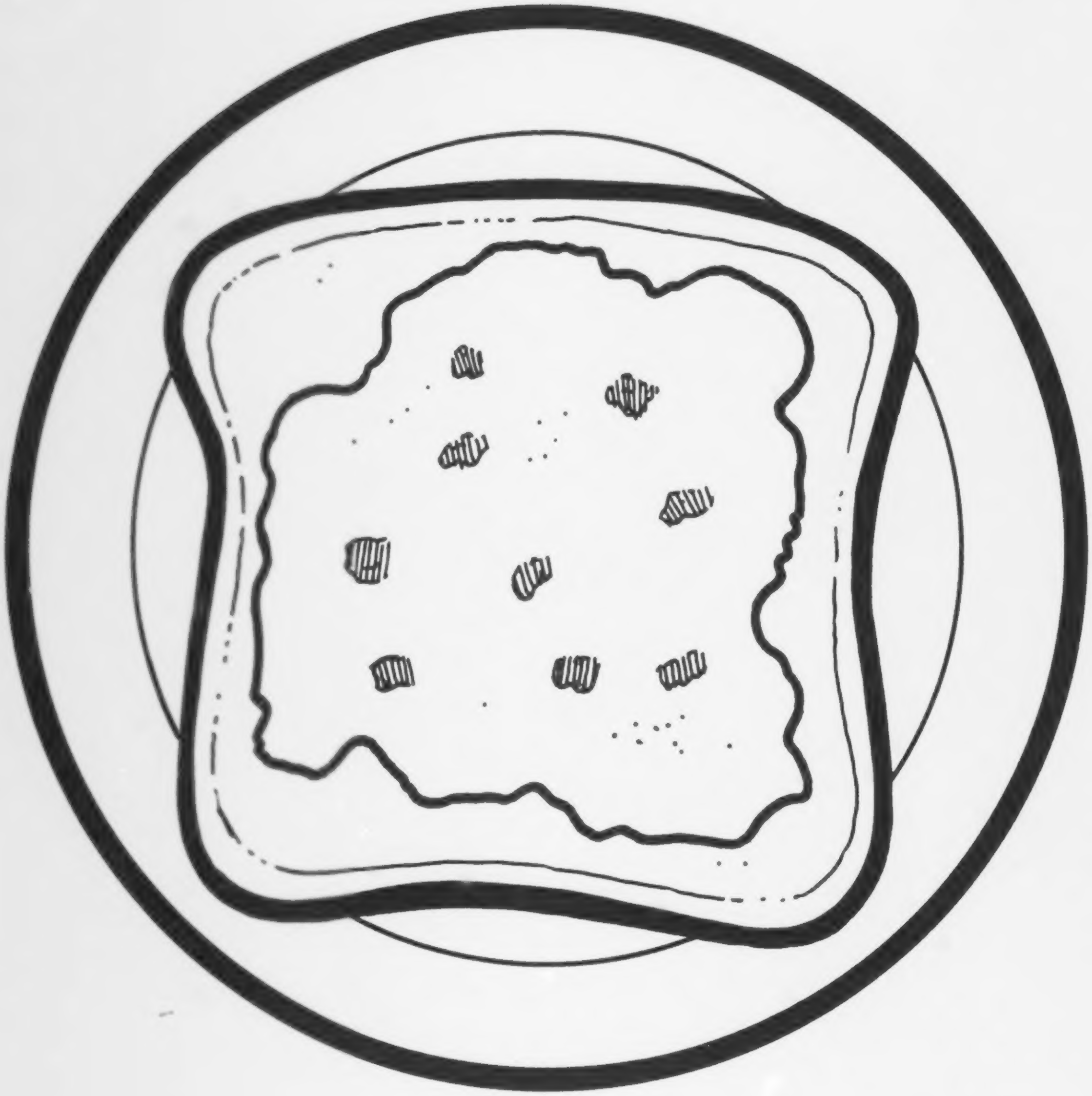
Make it look pretty and children will want to eat it. Children, just as adults, eat with their eyes first. If the aesthetic appeal of foods is played up, if we work at making foods look appealing and attractive, children will be more enthuastic about eating them. Foods that are good for us will become more popular and will be eaten with gusto. So take a few extra minutes to create an interesting pattern or design with the foods you prepare. Instead of just preparing a particular dish, prepare a masterpiece. This way instead of introducing a new food to the children on the basis of it "being good" for them, make SURE it LOOKS good, and they'll love it.

Remember, too, that the more actual involvement the child has in the preparation of the meal or a particular dish, the more apt he will be to try it. The following food recipes and/or ideas can all be done by children with an adult's guidance and behind the scenes pre-planning and preparation. Children will find the foods as much fun to make as they are to eat. Although suggestions for making the various creations are given, each child is sure to come up with a masterpiece that is truly his own.



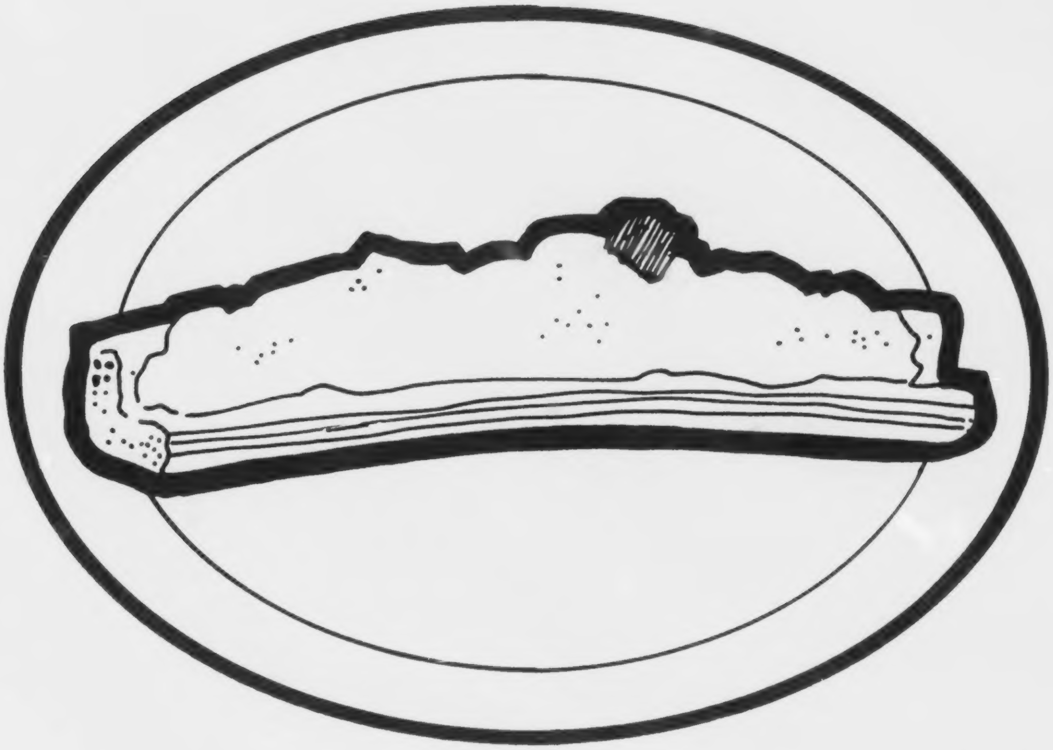
Ants On A Log

1. Peel a banana and place on a plate.
2. Spread peanut butter on banana.
3. Arrange raisins (ants) on top of peanut butter.



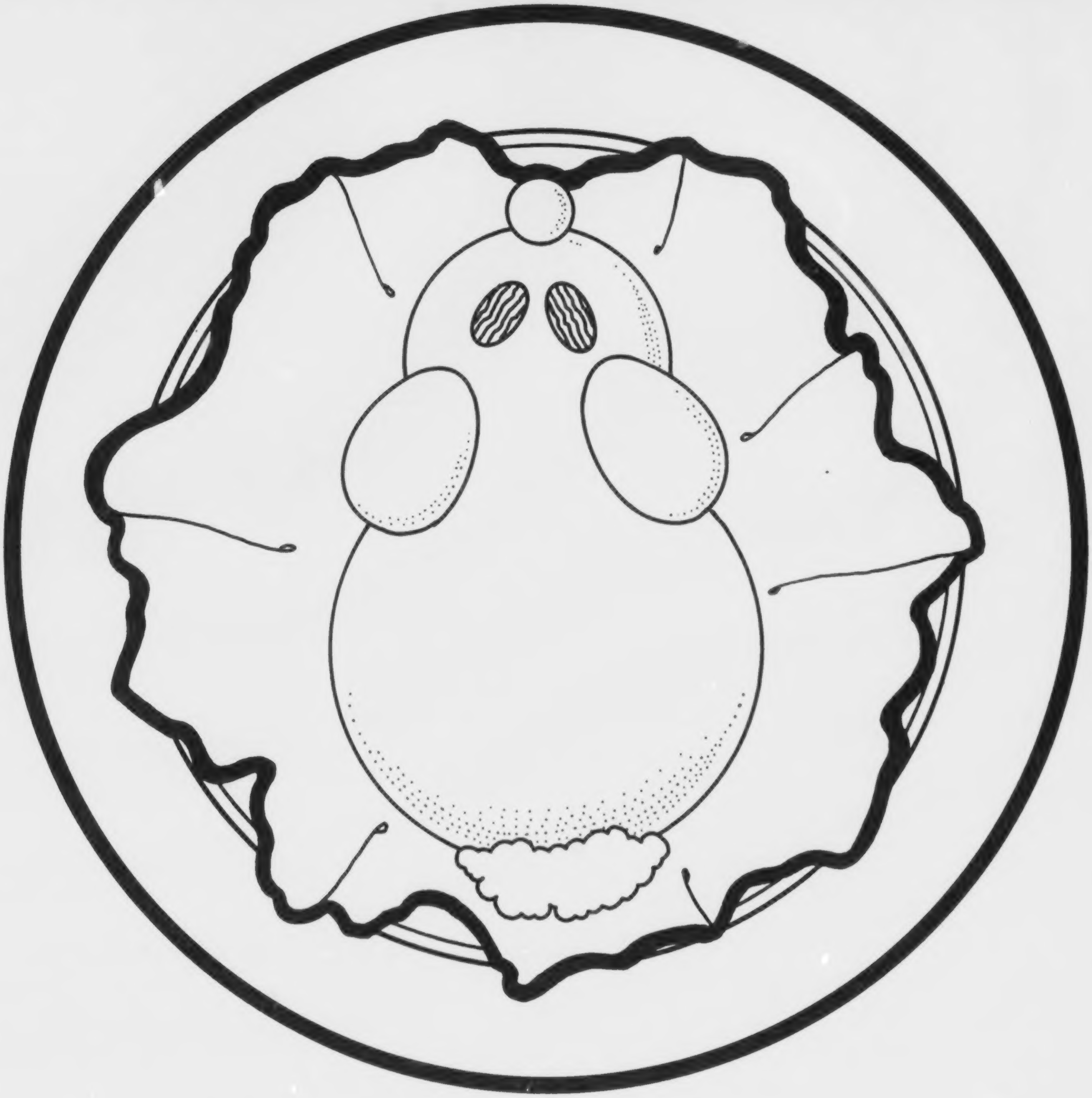
Ants On A Raft

1. Spread peanut butter on a slice of whole wheat bread.
2. Arrange raisins (ants) on top of peanut butter.



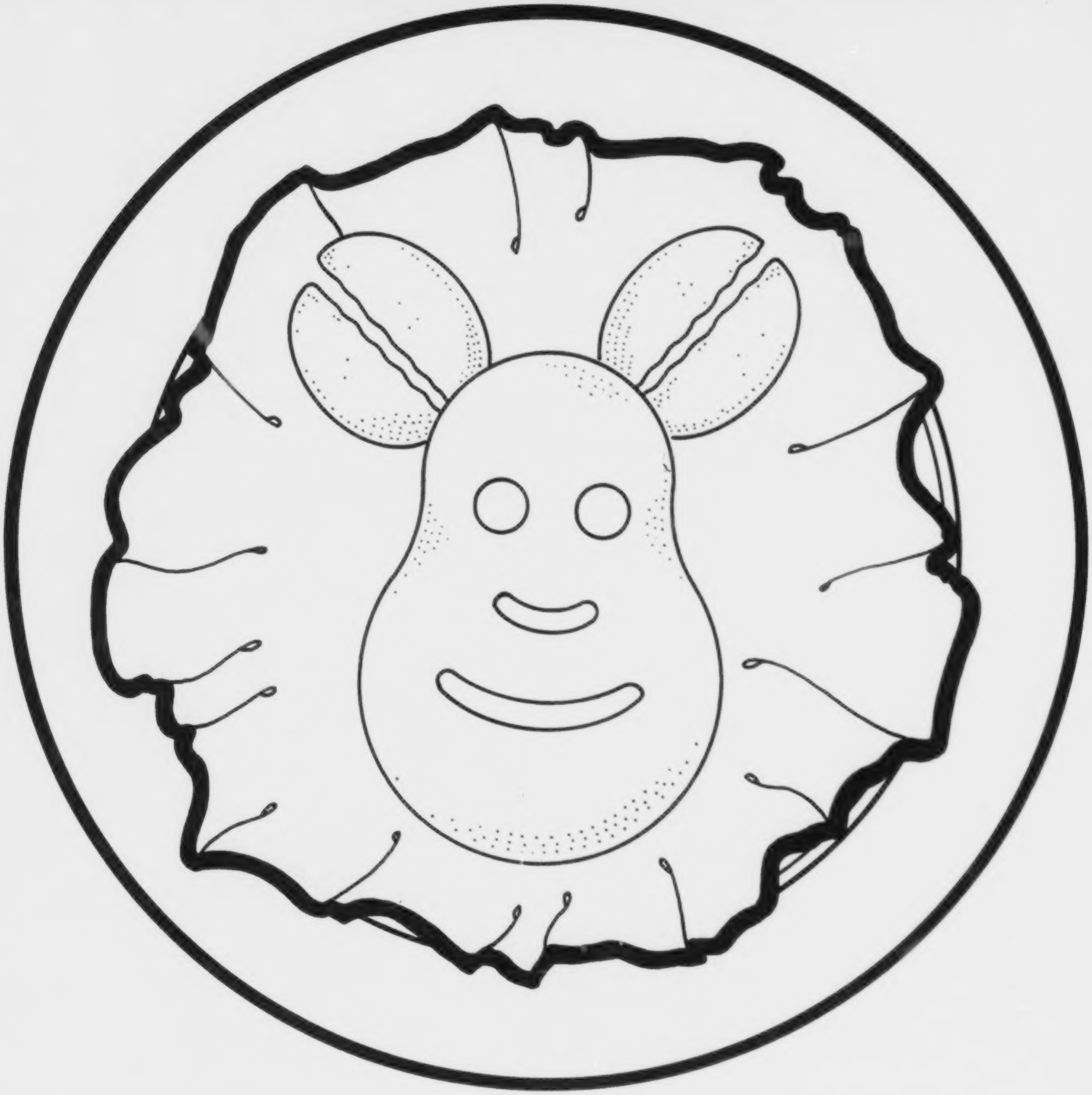
Bug On A Log

1. Cut a celery stalk in half.
2. Fill with peanut butter.
3. Place a raisin (bug) on top of peanut butter.



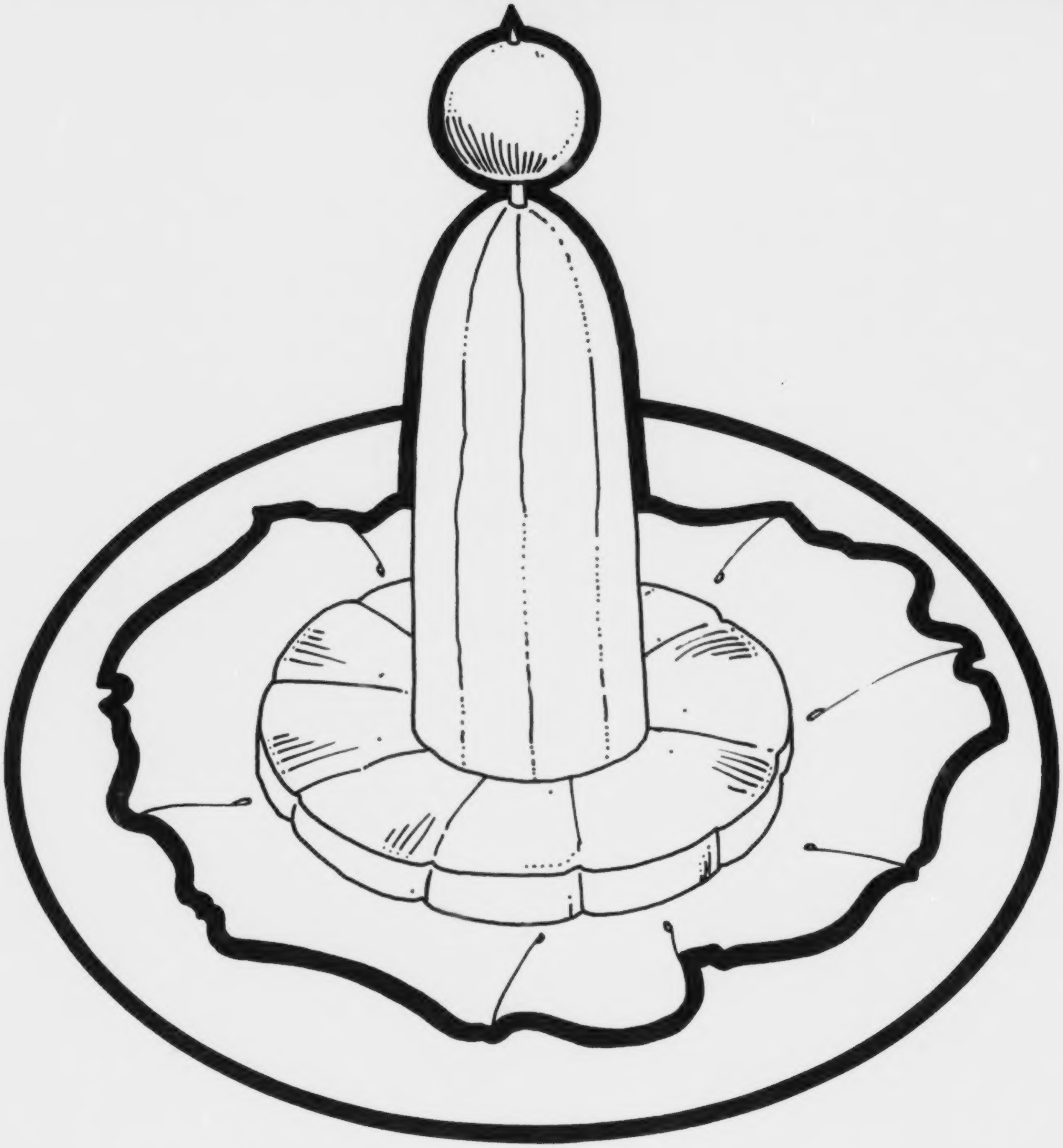
Bunny Salad I

1. Place a crisp lettuce leaf on a plate.
2. Put a chilled, canned pear half upside down on lettuce leaf.
3. Add facial features—raisins for eyes, maraschino cherry for a nose, blanched almonds for ears, and cottage cheese for the tail.



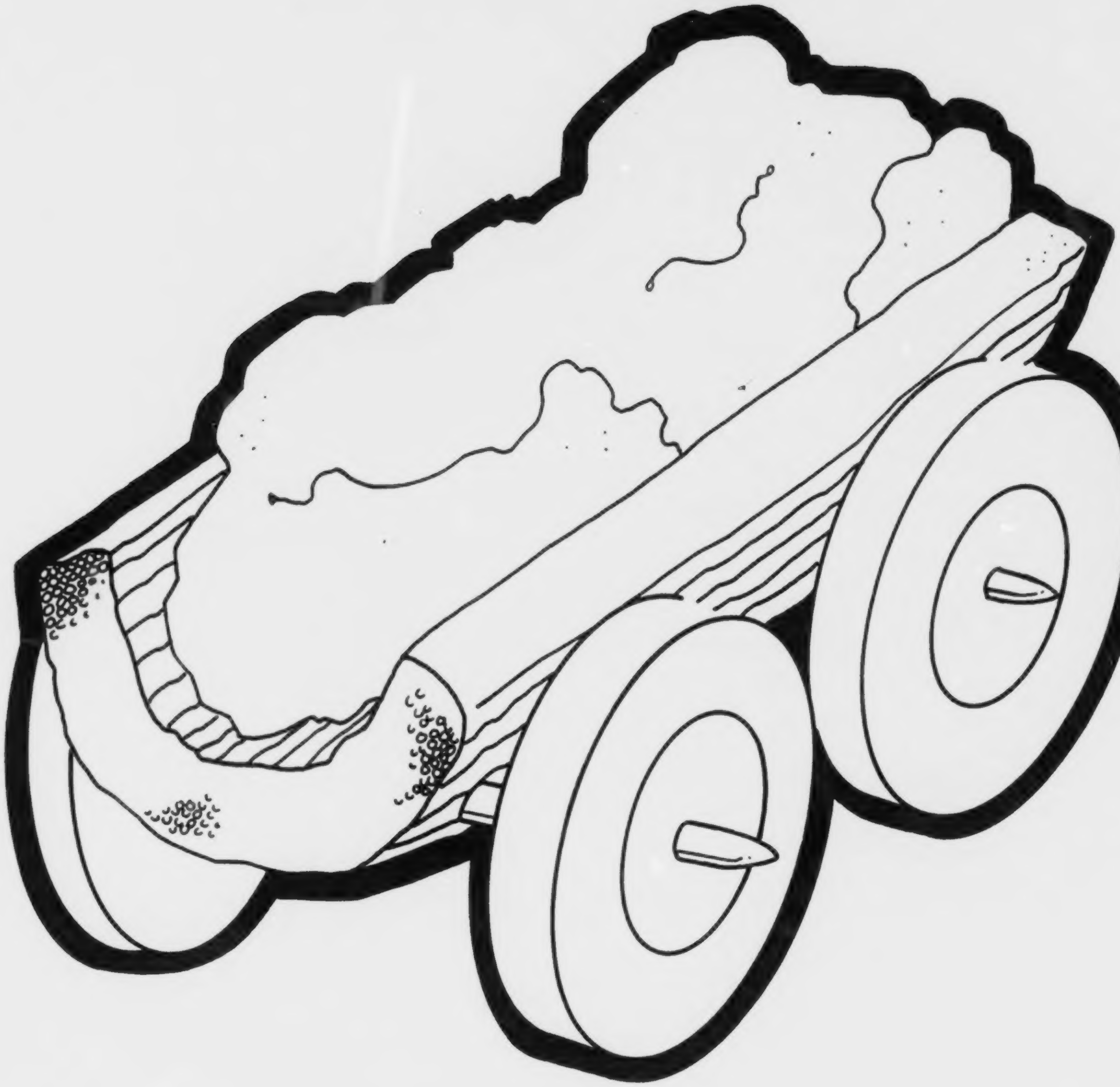
Bunny Salad II

1. Place a crisp lettuce leaf on a plate.
2. Put a chilled, canned pear half upside down on the lettuce leaf.
3. Add mandarian orange sections for ears.
4. Use maraschino cherry slices for eyes, nose, mouth, and inside of ears.



Candle Salad

1. Place a crisp leaf of lettuce on a plate.
2. Put a pineapple ring in the center.
3. Stand ½ of a peeled banana in the center of the pineapple.
4. Insert a maraschino cherry placed on a toothpick into top of banana.



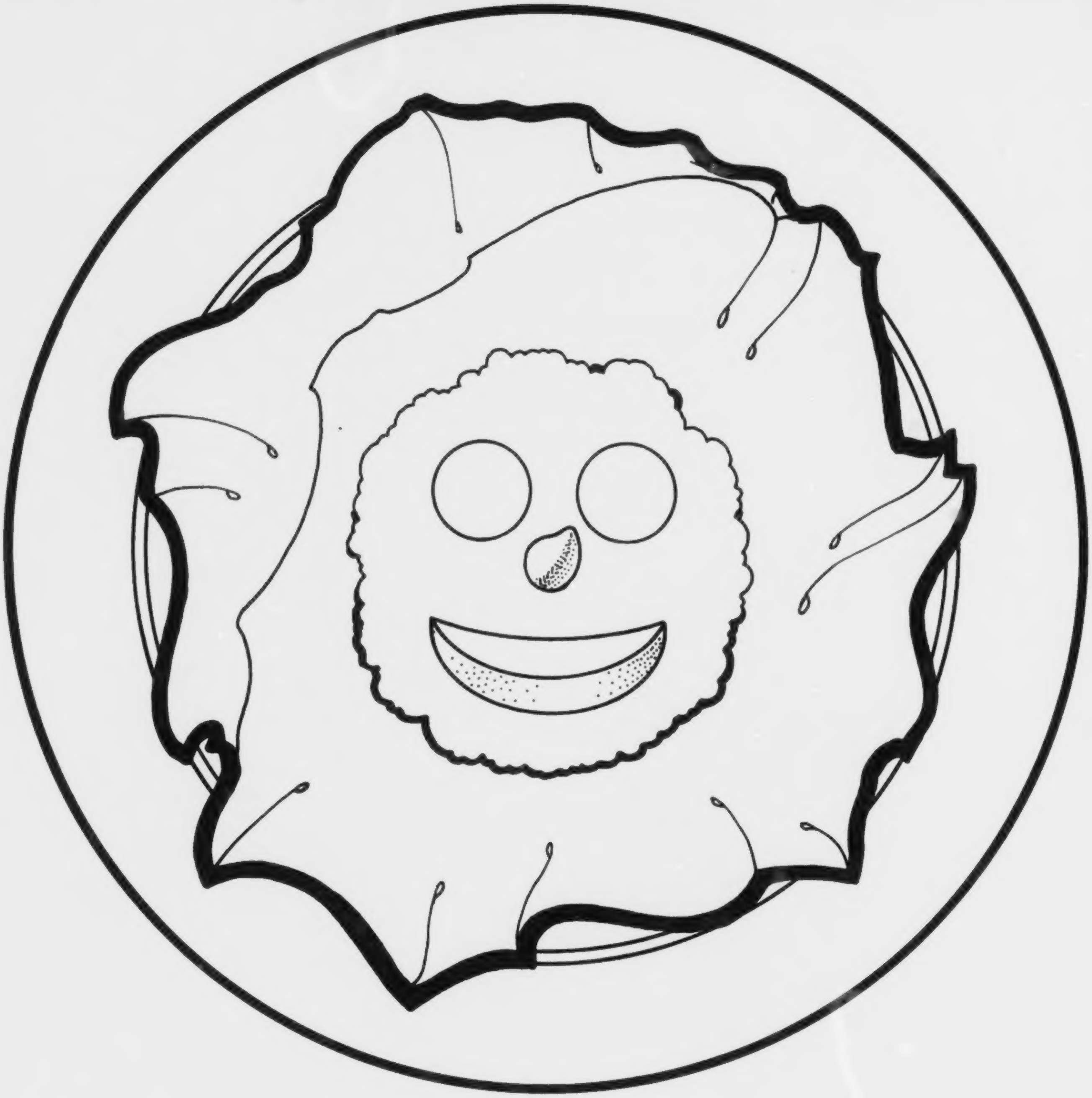
Celery Cart

1. Cut a celery stalk in half.
2. Fill with peanut butter, cottage cheese, plain cream cheese, a cream cheese-pineapple mixture, egg salad, or tuna fish salad.
3. Attach carrot slice "wheels" to cart with toothpicks.

Cream Cheese-Pineapple Stuffing

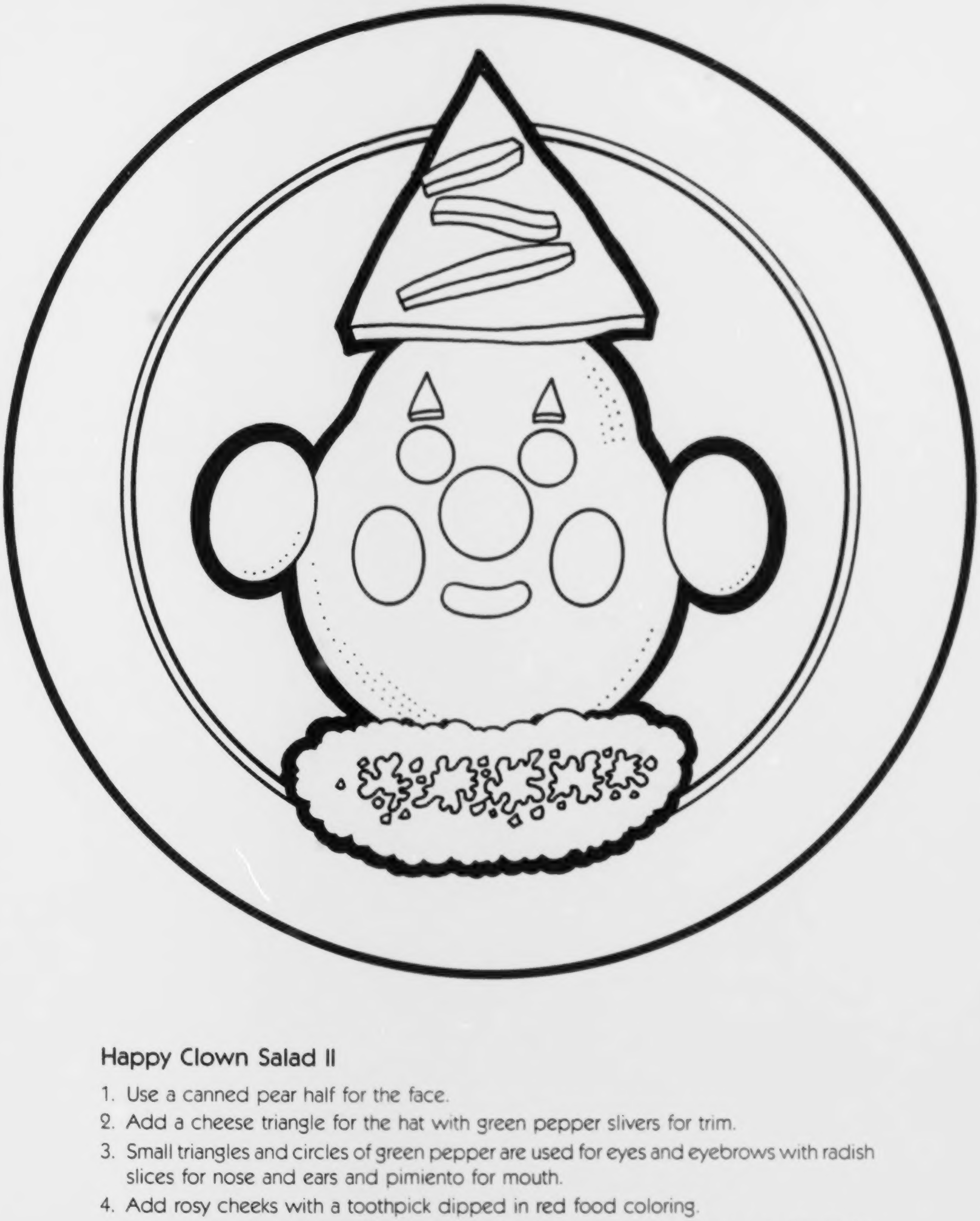
1 8-oz. package cream cheese, softened
1 can crushed pineapple, drained

Mix softened cream cheese with drained crushed pineapple.



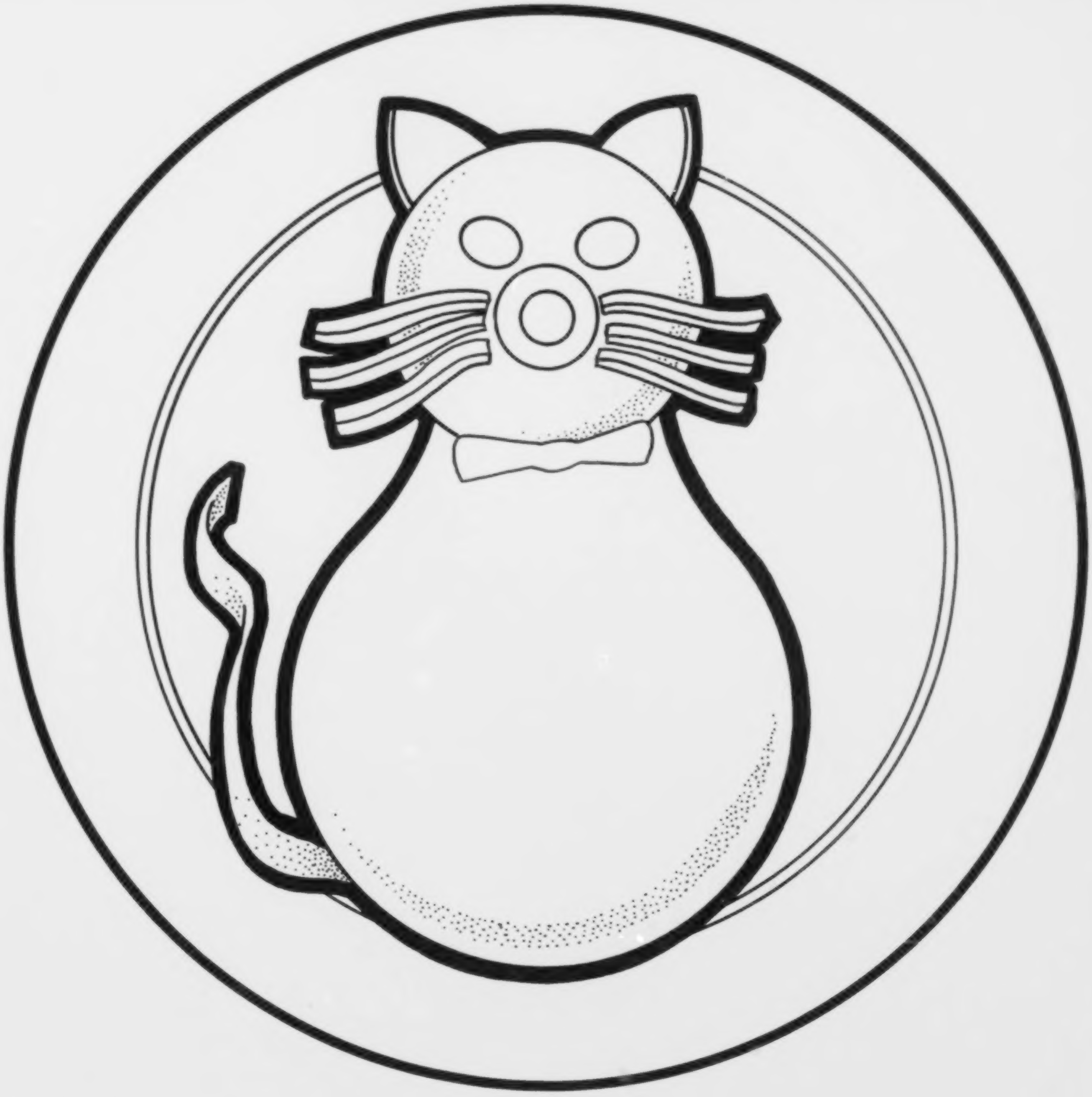
Happy Clown Salad I

1. Line a plate or shallow bowl with one or two crisp iceberg lettuce cups (leaves).
2. Place a mound of cottage cheese in the center.
3. Make two round eyes with radish slices and pop on a small carrot tip nose.
4. A tomato wedge (made by quartering or cutting tomato into eighths) supplies the happy grin.



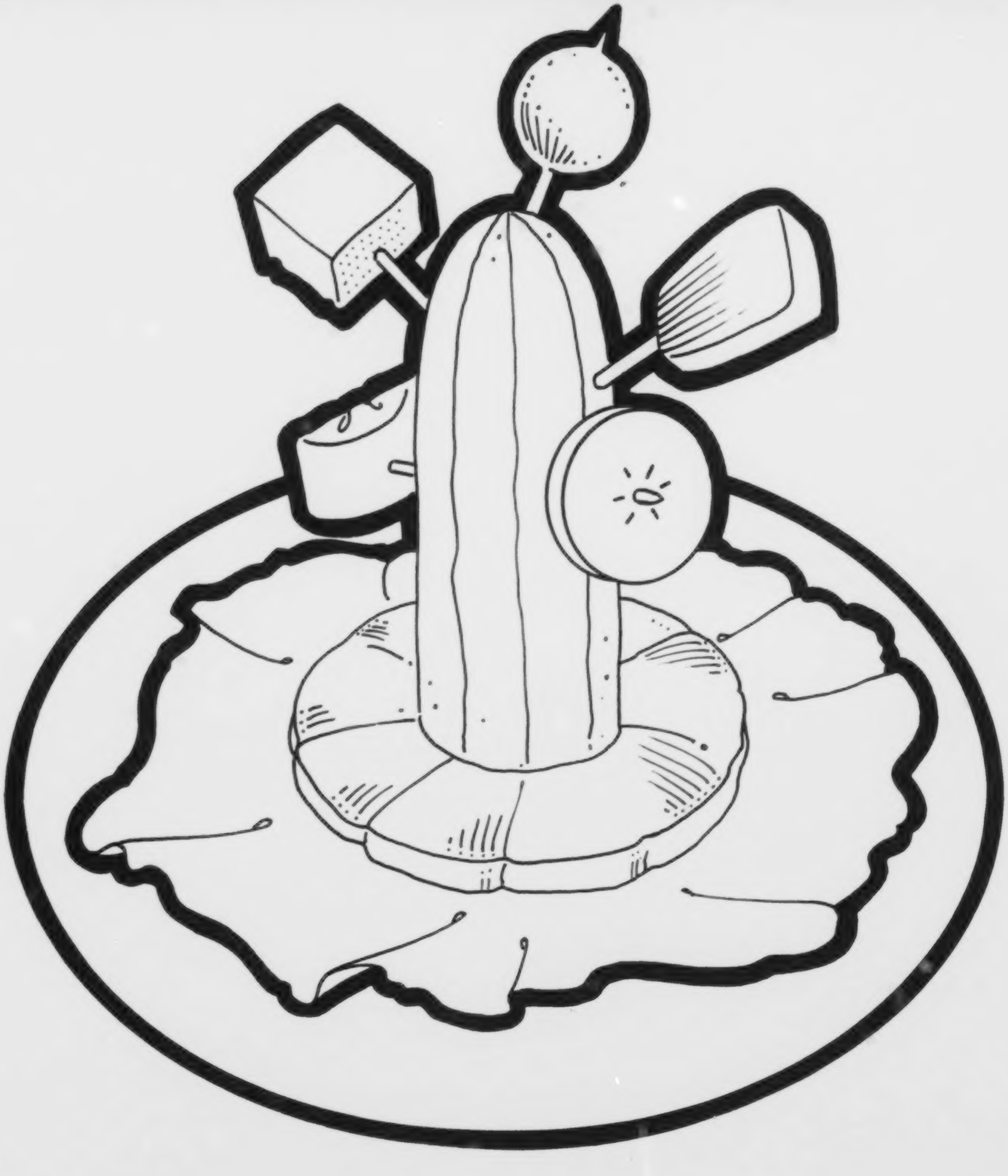
Happy Clown Salad II

1. Use a canned pear half for the face.
2. Add a cheese triangle for the hat with green pepper slivers for trim.
3. Small triangles and circles of green pepper are used for eyes and eyebrows with radish slices for nose and ears and pimiento for mouth.
4. Add rosy cheeks with a toothpick dipped in red food coloring.
5. For ruffled collar, place cottage cheese below face, dot with pimiento, and top with parsley.



Kitty Cat Salad

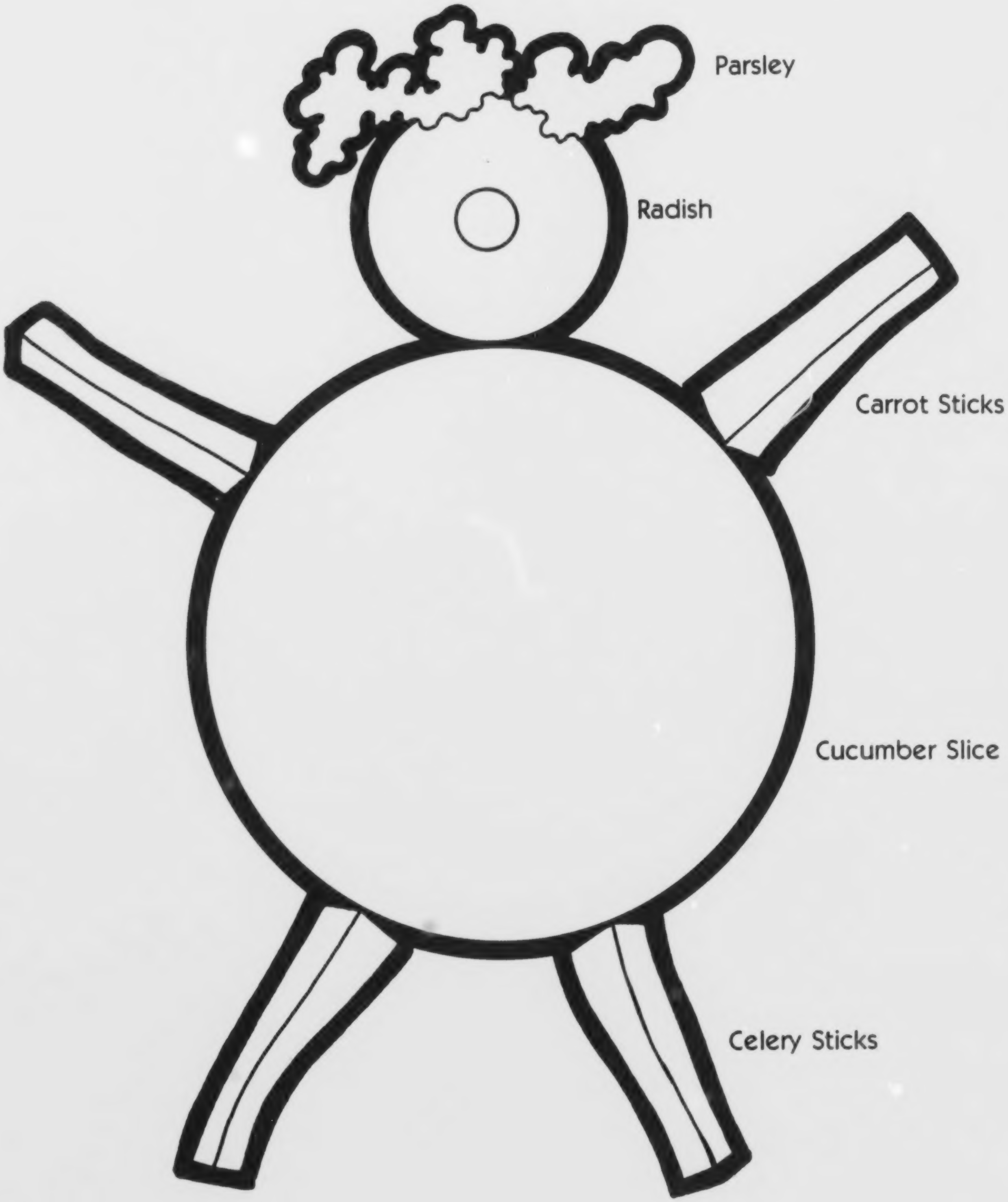
1. Use one canned pear half for the kitty's body with the tapering end used for the neck.
2. For the head, place a second pear half above body, cutting off part of the tapering end if desired.
3. Cut cheddar cheese triangles for ears, and use pieces of pimiento for eyes and bow, green pepper strips for whiskers, olive slice for nose, and a long carrot curl for tail.

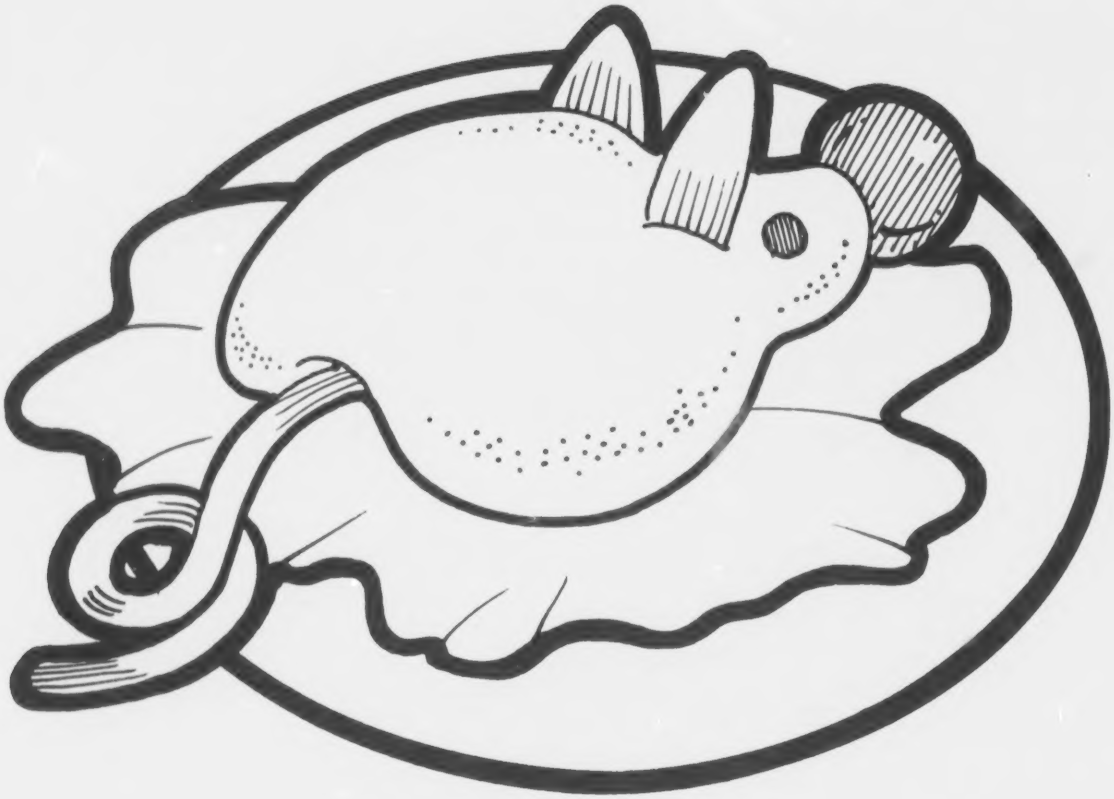


Mixed Fruit Tree Salad

1. Put a crisp leaf of lettuce on a plate.
2. Place a slice of pineapple in the center.
3. Stand ½ of a peeled banana in the center of the pineapple.
4. Drain 1 small can of fruit cocktail or use fresh fruit such as grapes, cherries, strawberries, and cut up pears, peaches, and apples, etc.
5. Put toothpicks through fruit and stick into banana.

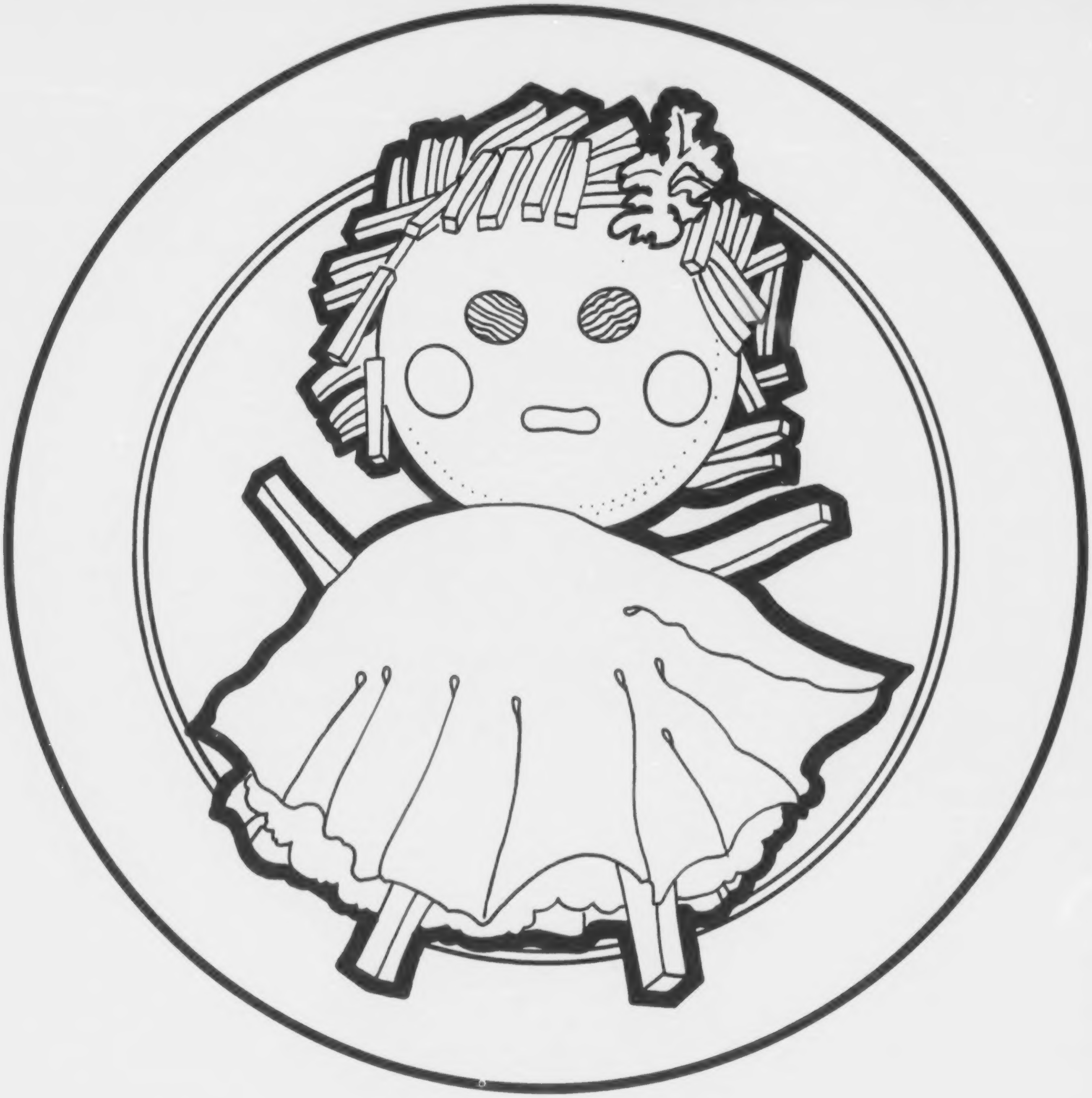
MEET MR. VEGGIE!!


Parsley
Radish
Carrot Sticks
Cucumber Slice
Celery Sticks



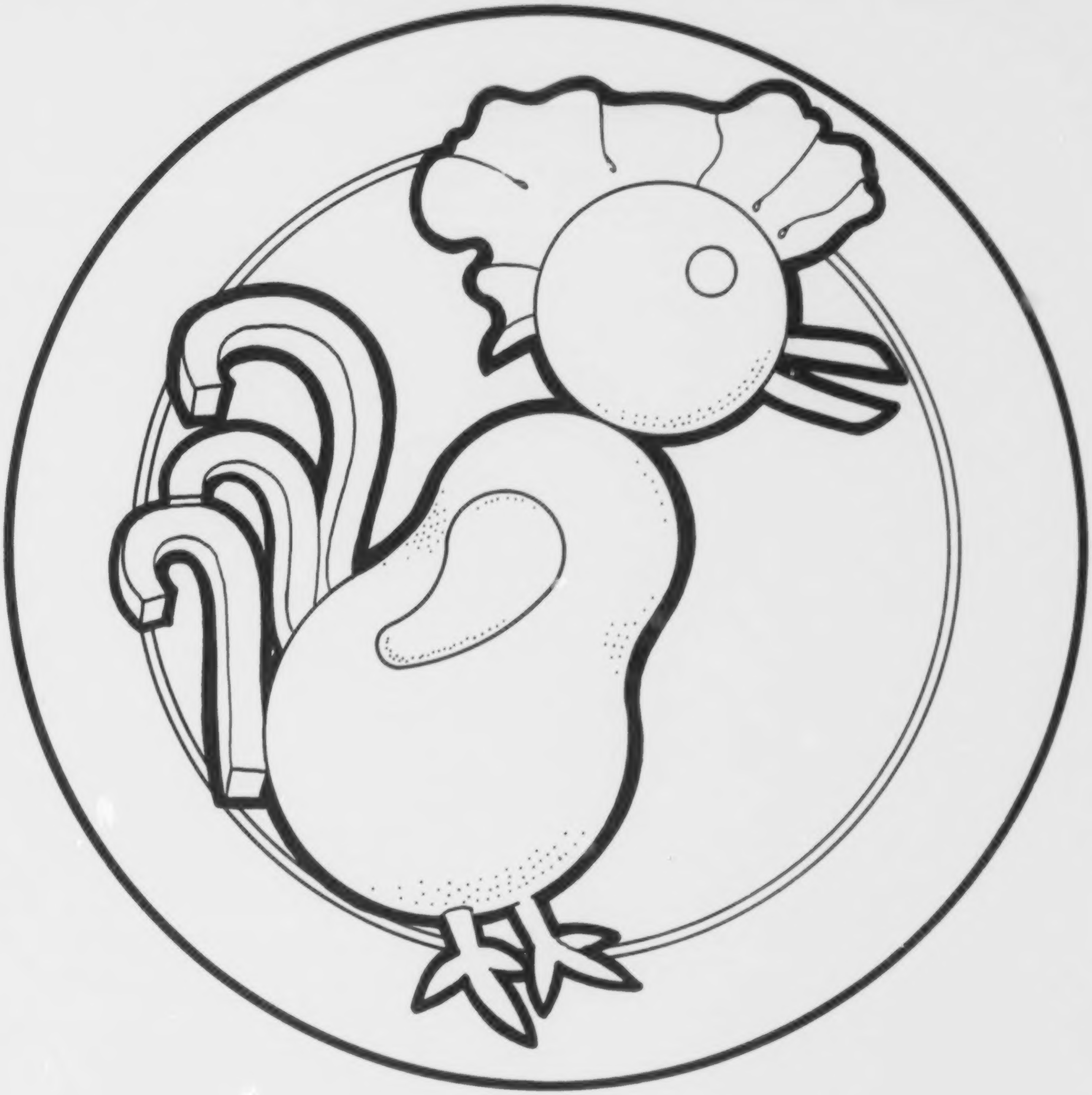
Pear Mice Salad

1. Place a crisp lettuce leaf on a plate.
2. Put a chilled, canned pear half cut side down on lettuce leaf.
3. Add a maraschino cherry at small end for a nose.
4. Place two raisins near it for eyes.
5. Insert sliced almonds for ears.
6. Use a long carrot curl for tail.



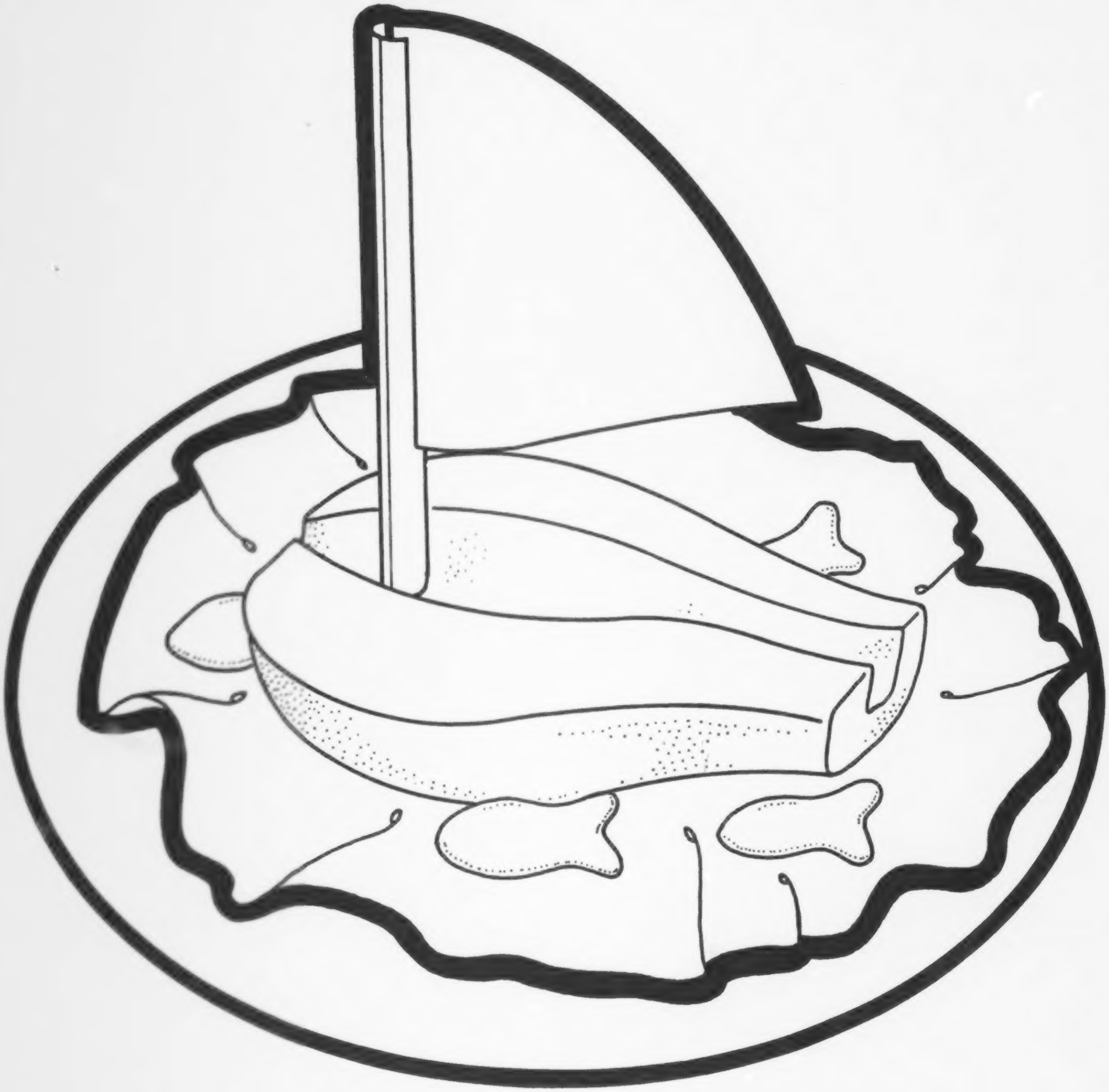
Raggedy Ann Pear Salad

1. Use a canned pear half as Raggedy Ann's face.
2. Add shredded cheddar cheese or carrot for her hair, raisins for eyes, pimiento for the mouth, and a sprig of parsley for a bow.
3. Add a rosy blush to cheeks with a toothpick dipped in red food coloring.
4. Spoon cottage cheese below pear half and cover with a frilly lettuce leaf skirt.
5. Use carrot sticks for arms and legs.



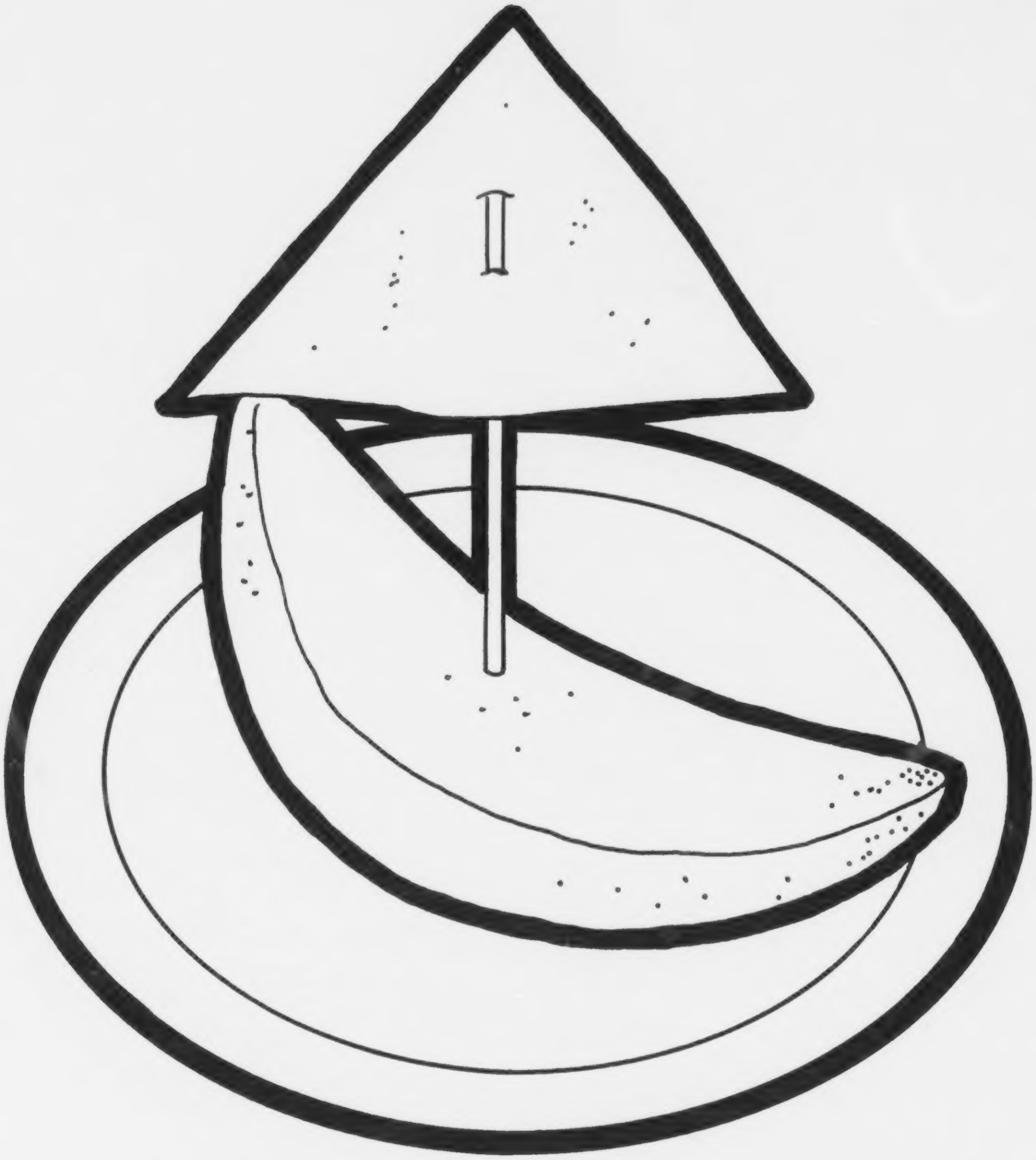
Rooster Salad

1. Use a canned pear half for the body.
2. Add a cherry tomato for the head and a small piece of curly lettuce for the comb.
3. Complete with small carrot strips for the beak, legs, and feet, and outer vertical slice of radish for a wing, and green pepper or pickle strips for the tail.



Sail Boat Salad I

1. Arrange crisp lettuce leaves on salad plate.
2. Place a canned pear half, cut side up, in the center.
3. Insert a triangular slice of American cheese into slit cut in the upper portion of a plastic straw.
4. Insert lower end of straw into rounded end of pear near outer edge.
5. Fish-shaped crackers may be scattered around "boat" to complete the motif.



Sailboat II

1. Place a cucumber half, a peeled banana, or a section of melon on a plate.
2. Insert one end of a toothpick into a triangle of cheese and place the other end of the pick in the cucumber, banana, or melon.

BEVERAGES

Hot Apple Cider

1½ quarts cider
¼ cup sugar
12 whole cloves
1 tablespoon grated orange peel
⅛ teaspoon salt
Cinnamon Sticks

Combine all ingredients except cinnamon sticks in agate or enamel kettle over moderate heat. Bring to a boil and turn off heat. Let mixture stand 2 or 3 hours. Strain mixture and reheat. Add cinnamon stick to each mug. Makes 6 cups or 12 small mugs.

Vegetable-Orange Juice Cocktail

46 oz. can vegetable juice cocktail
¾ cup water
3 drops hot pepper sauce
6 oz. can frozen orange juice concentrate
1 teaspoon basil leaves, crushed

Mix all ingredients in a 2-quart container. Chill thoroughly.

Cranberry Tea I

2 cans cranberry juice
1 can pineapple juice
1 large can frozen orange juice
Cinnamon sticks
Allspice
Whole cloves

Combine all ingredients and heat. Serve warm.

Cranberry Tea II

4 cups water
2 short or 1 long cinnamon stick(s)
4 teabags
12 whole cloves
2 tablespoons sugar
2 cups cranberry juice cocktail

Place water, cloves, cinnamon sticks, and sugar in a saucepan. Cover and bring to a boil. Remove cinnamon sticks. Remove from heat. Dip teabags in the solution, cover and brew for 3 minutes, or longer if a stronger tea is desired. Remove teabags. Add cranberry juice cocktail. Return to a boil. Serve in hot mugs.

Mulled Apple Cider

2 sticks cinnamon
A few cloves
2 jugs apple cider (1 gallon + 1 quart)

Put all ingredients in a saucepan, heat until bubbles form on the bottom of the pan. Cool and serve.

Orange Float

6 oz. concentrated orange juice, frozen
½ cup nonfat dry milk
1 pint orange sherbet

In blender, reconstitute orange juice according to package directions. Add dry milk and blend until foamy and well mixed. Pour into glasses and top with a dip of sherbet. Serve very cold.

Mexican Chocolate

4 cups milk
5 (1 oz.) squares semi-sweet chocolate
6-inch stick cinnamon
1 teaspoon vanilla

Combine milk, cinnamon, and chocolate in saucepan. Cook until chocolate melts, stirring constantly. Remove cinnamon stick and add vanilla. Beat with beater until frothy. Serve in warm mugs with cinnamon stick stirrers.

Fruit Shakes

1 cup milk
1 cup yogurt
½ cup fruit

Put milk, yogurt, and fruit in blender container. Cover and blend mixture until smooth. Add more fruit, if desired. Blend again. Pour into glasses and serve.

Berry Good

1¼ cups milk
¼ cup dry milk powder
½ cup berries (strawberries, raspberries, blueberries, or other)
1 tablespoon honey

Put all ingredients into the blender jar. Blend at medium speed for about 10 seconds or until everything is well-mixed.

Wake-Up, Shake-Up

½ cup milk
¼ cup dry milk powder
1 cup fruit juice (grape, apple, pineapple, or other)

Measure all ingredients and put them into the blender jar. Blend at medium speed for about 10 seconds or until everything is well-mixed.

Black & Blue Berries

1 cup blackberries or blueberries
1 cup soda water
2 tablespoons honey
1 teaspoon lemon juice

Place all ingredients in the blender jar. Cover and whiz on medium speed until well blended. If you want ice in the drink, remove the center of the cover and while the blender is on, drop in 3 or 4 pieces, and blend until they are completely crushed.

Berry-Berry

1 cup berries
1 cup milk
1 tablespoon honey

Place all ingredients in the blender jar. Cover and whiz on medium speed until well blended. If you want ice in the drink, remove the center of the cover and while the blender is on, drop in 3 or 4 pieces, and blend until they are completely crushed.

Earth Shake

1 ½ cups pineapple juice
½ cup crushed pineapple
1 large carrot, cut into pieces

Place all ingredients in the blender jar. Cover and whiz on medium speed until well blended. If you want ice in the drink, remove the center of the cover and while the blender is on, drop in 3 or 4 pieces, and blend until they are completely crushed.

Peanut Butter Shake

2 cups milk, or 1 cup milk and 2 scoops ice cream (any flavor)
⅓ cup peanut butter
1 tablespoon molasses or honey
Dash of cinnamon

Place all the ingredients in the blender jar. Cover and whiz on medium speed until well blended. If you want ice in the drink, remove the center of the cover and while the blender is on, drop in 3 or 4 pieces, and blend until they are completely crushed.

Lemonade

- 2 lemons
- 4 tablespoons honey
- 4 cups water
- Ice cubes

Cut lemons in half and squeeze each half on the juicer. Pour lemon juice into a pitcher and add the honey. Stir until honey dissolves. Slice the lemon rind into thin rings and put them in the pitcher. Add water. Let set for 30 minutes. Place ice cubes in each glass and fill with lemonade.

Milk Shake It Yourself

- ¼ cup ice cream
- ¼ cup milk

Drop softened ice cream into a jar with a tight fitting lid. Add milk and screw on top tightly. Shake with both hands until the mixture is the right consistency. Pour into cup and drink with a straw.

Ambrosia Shake

- 4 sliced ripe bananas
- ½ cup orange juice
- ¼ teaspoon vanilla
- 4 cups reconstituted nonfat dry milk

Blend in blender. 6 servings.

Silky Milky

- 1 quart buttermilk
- 3 cups orange juice
- ½ teaspoon cinnamon
- ⅓ cup lemon juice
- 1 tablespoon honey (optional)
- Pinch of salt

Blend ingredients.

Frosty Fruit Froths

- 2 peeled oranges
- 2 peeled bananas
- 2 cups apple juice
- ½ teaspoon cinnamon
- 2 cups crushed ice or 1 full tray of cubes

Blend in blender (gradually add ice cubes). Sprinkle cinnamon on top.

Sassy Lassy

- 4 cups cold water
- 1 ¼ cups nonfat dry milk
- 4 tablespoons molasses
- ½ teaspoon nutmeg

Mix together, shake well.

Og Nog

- 1 well-beaten egg
- 1 teaspoon sugar
- 1 cup reconstituted dry milk
- ¼ teaspoon vanilla

Beat egg and sugar together. Beat in milk and vanilla. Sprinkle with nutmeg.

Honey Hug

- 2 cups milk
- 2 teaspoons honey
- 1 teaspoon vanilla
- Sprinkle of cinnamon

Heat milk, honey, and vanilla. Sprinkle with cinnamon before serving.

Golden Cow

- 1 can frozen orange juice (6 oz.)
- 1 cup nonfat dry milk
- 1 teaspoon vanilla
- 1 cup water
- 2 ½ cups ice cubes

Blend in blender (add ice cubes gradually).

Slumber Under

- 2 cups milk
- 1 cup cider
- 3 sticks cinnamon

Heat milk and cider. Stir with a cinnamon stick.

Hot Mulled Cider

- 1 quart cider
- 3 whole cloves
- 2 whole allspice
- 2 sticks cinnamon
- ½ teaspoon ground nutmeg

Combine and simmer for 30 minutes. (Put allspice and cloves in tea ball.)

Buttermilk

¾ cup nonfat dry milk
3 ¾ cups warm water
½ cup buttermilk (may be homemade)

Sprinkle nonfat dry milk over warm water and stir. Add buttermilk, cover and let stand at room temperature 8 hours. Stir until smooth, cover and refrigerate. Makes about 1 quart.

Nutty Juices

½ cup nonfat dry milk
1 cup orange juice
1 ½ cups pineapple juice
½ cup blanched almonds

Blend in blender. (Add ice gradually.) Sprinkle with nutmeg.

Strawberry Swallow

1 ½ cups dry nonfat milk
2 cups fresh or frozen berries
1 teaspoon vanilla
1 cup water
1 tray of ice cubes

Blend in blender. (Add ice gradually.)

Snippy Sippy

4 cups of tomato juice
4 long stems of green onions

Trim and wash stems. Sip juice through stem.

Spice Apple Sipper

1 cup yogurt
¾ cup ice cubes
1 cup stewed apples
½ teaspoon cinnamon

Blend in blender. Sprinkle with nutmeg.

Strawberry Frappe Forever

1 cup reconstituted nonfat dry milk
¼ cup fresh or frozen berries
1 scoop vanilla or strawberry ice cream

Blend milk and berries. Before serving, add ice cream.

Festive Frosty Flurries

Combine 2 cups yogurt with 4 cups of pineapple juice. Blend ½ cup shredded coconut. Top with a slice of orange.

Blend 2 bananas with ½ cup grape juice, 3 cups milk, 1 cup ice cubes. Sprinkle shredded coconut on top.

Combine equal amounts of apple juice and milk, sprinkle with cinnamon.

Combine one part orange juice, 2 parts cantaloupe, juice of one lemon, 2 cups crushed ice. Garnish with mint.

Combine equal amounts of watermelon, ice cubes, dash of honey, dash of lemon juice, and garnish with mint.

Combine equal amounts of grapefruit and cranberry juices. Stir and garnish with spoonful of yogurt.

Blend 3 cups of pineapple juice, 2 cubed large carrots and 1 cup ice cubes.

Combine 2 cups buttermilk, 2 cups canned pineapple juice; chill. Garnish with a sprig of mint.

Blend 1 cup blackberries, 1 cup yogurt and 1 cup ice cubes.

DIPS

Cucumber Dip

1 12 oz. package cream cheese
1 large cucumber, peeled and grated
1 teaspoon lemon juice
1 container of sour cream
½ teaspoon salt

Mix all ingredients with a blender and chill before serving. Serve with a variety of raw vegetables as dippers.

Tasty Yogurt Sauce

1 cup plain yogurt
3 tablespoons honey
1 tablespoon frozen orange juice concentrate, thawed
Dash of nutmeg

2 cups unpeeled apple chunks
2 cups fresh strawberry halves
2 cups peach or pear chunks
2 cups pineapple chunks
2 cups cantaloupe chunks

Combine yogurt, honey, concentrate, and nutmeg. Refrigerate while fruits are prepared. Place prepared fruit in pineapple halves and serve with sauce.

Shrimp Dip

1 can (10 oz.) frozen condensed cream of shrimp soup (thawed)
1 package (8 oz.) cream cheese
½ cup sour cream
1 tablespoon horseradish
½ teaspoon Worcestershire Sauce

Combine all ingredients. Let flavors blend in refrigerator for 1 hour. Makes 2 cups. Serve with a variety of raw vegetables as dippers.

Dill Dip

1 tablespoon dill weed
2 tablespoons dry parsley flakes
1 tablespoon dry onion flakes
1 tablespoon beaumonde seasoning
1 small carton sour cream
Same amount of mayonnaise as sour cream (don't use salad dressing)

Mix well. Chill well to blend flavors.

Dipper Tips: Serve with raw vegetables such as cauliflower, celery, carrots, etc.

Low Calorie Confetti Cheese Dip

1 pint cottage cheese
¼ cup milk or as needed for consistency desired
1 tablespoon mayonnaise or salad dressing
2 tablespoons finely chopped green pepper
1 tablespoon chopped pimiento
Dash tabasco sauce

Blenderize ingredients and chill.

Dipper Tips: Serve with raw vegetables such as carrot and celery sticks, cucumber strips, radishes, peeled broccoli stems, and cauliflower florets, squash circles or strips.

Yogurt Fruit Dip

1 cup plain yogurt
1 cup dairy sour cream
2 tablespoons honey
¾ teaspoon ground ginger
½ teaspoon lemon juice

Blend all ingredients in a small bowl until smooth. Cover and refrigerate 1 hour or longer to chill throughly and blend flavors. Sprinkle dip with grated lemon rind, if you wish.

Dipper Tips: Good with whole strawberries, pineapple chunks, tiny bunches of seedless grapes, melon wedges, banana, apple, and pear slices. To prevent discoloring, dip banana, apple, and pear slices in lemon juice before arranging on platter.

Fresh Dill Dip

1 ½ cups dairy sour cream
½ cup mayonnaise
2 tablespoons Dijon-style mustard
½ cup chopped fresh dill OR 1 teaspoon dried dillweed
¼ cup thinly sliced green onions
2 teaspoons lemon juice
½ teaspoon salt
¼ teaspoon pepper

Combine all ingredients in a medium-size bowl and blend thoroughly. Spoon into serving bowl, cover, and refrigerate 1 hour or longer.

Dipper Tips: Good with raw green beans, carrot sticks, red pepper strips, and cold cooked fish.

Sweet and Sour Curry Dip

1 tablespoon honey
1 tablespoon prepared mustard
1 tablespoon curry powder
1 cup mayonnaise
⅛ teaspoon cayenne pepper
1 teaspoon lemon juice

Blend the honey, mustard, and curry in a small bowl until smooth. Stir in mayonnaise, cayenne, and lemon juice and blend until smooth. Spoon into a serving bowl and serve at once or cover and refrigerate.

Dipper Tips: Good with raw mushrooms, celery, cherry tomatoes, green or red peppers, cucumber sticks.

Chutney Cheddar Dip

1 container (8 oz.) sharp cheddar cheese food
½ cup whipped cream cheese
2 tablespoons minced green onions
⅓ cup chutney
1 small fresh pineapple, halved lengthwise*
¼ cup coarsely chopped toasted almonds

Beat the cheddar and cream cheeses in small bowl with electric mixer at high speed until smooth and fluffy. Stir in green onions. Measure out the chutney and before adding it to the cheese mixture, cut the larger pieces of fruit in the chutney into very small dice. Remove the flesh from each pineapple half with a sharp, serrated knife; reserve. Just before serving, spoon the dip into one of the shells and sprinkle with the almonds. Slice the reserved pineapple into small chunks. Center the dip on a serving platter and surround with pineapple chunks and other dippers.

Dipper Tips: Good with Japanese rice crackers, melba toast, carrot sticks, celery sticks, green or red peppers strips.

* Omit pineapple and serve dip in a small bowl.

Garden Onion Dip

1 pint (2 cups) dairy sour cream
1 envelope dehydrated onion soup mix
¼ cup finely diced radish
¼ cup finely diced carrot
¼ cup finely diced green pepper
¼ cup finely diced celery

Combine sour cream, onion soup mix, and the diced vegetables in a medium-sized bowl and blend well. Cover and refrigerate 1 hour or longer. Stir dip just before serving and spoon into serving bowl. Garnish with diced radish, carrot and green pepper, if you wish.

Dipper Tips: Cucumber sticks, broccoli flowerettes, ripe plum tomatoes.

Greek Cucumber Dip

2 large cucumbers, pared and coarsely grated
1 cup plain whole milk or low-fat yogurt
1 cup dairy sour cream
1 small clove garlic, finely minced
1 teaspoon salt
¼ teaspoon pepper
Paprika (optional)
Pita Crisps (recipe follows)

Enclose ¼ of the grated cucumbers in the corner of a clean dish towel and wring out to remove as much moisture as possible. Add the drained cucumbers to a bowl and repeat with the remainder. Stir the yogurt, sour cream, garlic, salt and pepper into the cucumbers. Sprinkle lightly with paprika, if you wish. Serve with Pita Crisps.

Dipper Tips: Also good with green beans, radishes, olives.

Pita Crisps: Split small pita breads in half with scissors, forming two thin rounds. Cut rounds in quarters, place on cookie sheet and bake 7 to 10 minutes at 325°F. until crisp and very lightly browned.

Avocado and Bacon Dip

2 ripe avocados
½ cup mayonnaise
¼ cup sliced green onions
4 teaspoons lemon juice
¾ teaspoon salt
¼ teaspoon pepper
8 strips bacon, cooked and crumbled

Place avocados, peeled and cut in chunks, in container of electric blender. Add mayonnaise and green onions; cover and whirl to a fairly lumpy puree. Add lemon juice, salt and pepper and whirl again until smooth. Cover and refrigerate until serving time. Just before serving, stir all but 2 tablespoons of the bacon into the dip and spoon into a serving bowl. Sprinkle dip with reserved bacon.

Dipper Tips: Good with raw mushrooms, carrot sticks, celery sticks, etc.

Creamy Herbed Tuna Dip

1 cup mayonnaise
1 can (3½ oz.) chunk or solid white tuna, drained
1 tablespoon minced onion
1 tablespoon drained capers
¼ cup parsley sprigs, rinsed and drained
½ teaspoon leaf basil
1 teaspoon lemon juice

Place ingredients in container of electric blender; cover and whirl on medium speed until fairly smooth, stopping machine often to push down contents. Pour into a serving bowl and serve at once, or cover and refrigerate until serving time.

Dipper Tips: Celery sticks or curls, cucumber slices, cherry tomatoes, black olives, hard-cooked eggs, chunks of crusty bread, etc.

Creamy Shrimp Dip

1 cup mayonnaise
½ cup dairy sour cream
2 tablespoons catsup
2 tablepoons minced onion
½ teaspoon Worcestershire sauce
⅛ teaspoon cayenne pepper
1 bag (6 oz.) frozen cooked tiny shrimp, thawed according to package directions and drained

Blend mayonnaise, sour cream, catsup, onion, Worcestershire, and cayenne in a medium-size bowl. Add shrimp and mix well. Spoon into a serving bowl and serve at once, or cover and refrigerate up to 5 hours before serving.

Dipper Tips: Good with raw mushrooms, zucchini slices, cherry tomatoes, celery sticks, rye crackers.

Chili Olive Dip

¼ cup mayonnaise
1 can (4 oz.) peeled green chilies
½ cup drained pimiento-stuffed olives
1 cup dairy sour cream
½ teaspoon salt
½ teaspoon chili powder

Place mayonnaise, chilies, and olives in container of electric blender; cover and whirl on medium speed until smooth. Spoon sour cream into a small bowl and stir in mayonnaise mixture, salt, and chili powder. Cover and refrigerate 1 hour or longer until serving time.

Dipper Tips: Good with cherry tomatoes, cauliflowerettes, zucchini, chunks of cooked turkey or chicken.

FRESH FRUIT & VEGETABLE IDEAS

Satellite Balls

Select an apple, orange, or grapefruit. Stick toothpicks with the following tidbits all around the fruit base:

Pineapple
Cheese cubes
Grapes
Melon balls
Strawberries

1'' long stalks of stuffed celery
Prunes stuffed with peanut butter
or cream cheese
Bananas
Apple wedges

Fruit Kabobs

Put a variety of small pieces of fruit on toothpicks or small skewers. Fruits could be apple wedges, raisins, orange sections, pineapple, grapes, melon balls, prunes, banana slices, strawberries, etc.

Vegetable Kabobs

Same as fruit kabobs, only use a variety of vegetables such as cherry tomatoes, celery slices, carrot coins, pepper squares, turnip triangles, radish circles, etc.

Vegetable Flowers

Wash and slice various fresh vegetables such as cucumbers, carrots, zucchini squash, turnips, etc. Vegetables may be used as whole slices, cut into flower shapes with a knife, or shaped with cookie and/or canape' cutters. Make roses out of whole radishes. Use green pepper strips for leaves. Whole cherry tomatoes plus pieces of broccoli and cauliflower will add pretty touches, too.

Using bamboo skewers or long toothpicks, create "flowers" using the various vegetable parts. Put one flower on each pick. Anchor picks into a styrofoam base anchored in a suitable container and covered with leaf lettuce, a head of cabbage, or a head of romaine lettuce. Arrange colors and shapes to resemble a bouquet.

Chill and serve with a tasty dip.

Peanut Butter Roll-ups

Spread peanut butter on leaves of cabbage and roll up. Secure with a toothpick if needed.

Stuffed Celery

Stuff one inch long celery ribs with cream cheese or peanut butter.

Stuffed Prunes

Stuff pitted prunes with peanut butter or cream cheese.

SNACK RECIPES

Nuts and Bolts I

- 4 cups bite-size shredded wheat
- ⅓ cup melted butter or margarine
- 1 ½ cups stick pretzels
- ½ cup dry roasted peanuts
- ½ cup raisins

Spread shredded wheat out in an oblong baking pan (or in electric skillet). Drizzle melted butter or margarine over wheat. Add pretzels and peanuts. Bake in 350° F. oven (or in skillet) for 15 minutes. Stir in raisins. Cool.

Nuts and Bolts II

- 4 cups cherrios
- 1 ½ cups peanuts
- 4 cups bite-size shredded wheat
- 1 cup pretzel sticks
- ½ cup salad oil
- 2 teaspoons Worcestershire sauce
- ½ teaspoon garlic salt
- ¼ teaspoon salt
- 1 cup raisins

Heat oven to 275 ° F. In baking pan, mix cereals, pretzels, and nuts. Blend together oil, Worchestershire sauce, and salts. Pour over cereal mixture and mix well. Bake, uncovered, for 45 minutes stirring occasionally. Remove from oven and add raisins.

Granola I

- 2 cups rolled oats (quick or old fashioned)
- 2 ½ tablespoons firmly packed brown sugar
- ¼ cup wheat germ
- ¼ cup flaked or shredded coconut
- 2 tablespoons sesame seeds (optional)
- ½ cup sliced almonds, pecans, or walnuts
- 2 ½ tablespoons vegetable oil
- 2 tablespoons honey

Heat oats in an ungreased baking pan in 350°F. oven for 10 minutes. In a large bowl combine oats, brown sugar, wheat germ, coconut, seeds, and nuts. Add oil and honey, mix until dry ingredients are well coated. Bake in 350°F. oven for 20-25 minutes, stirring often to brown evenly. Cool. Stir until crumbly. Serve with cold milk adding golden or dark raisins, toasted sunflower seeds, grated raw apple, or other fruits, seeds, or nuts to your taste. Store in tightly covered container in refrigerator. Makes 3 ½ cups.

Granola II

5 cups oat flakes or rye flakes
½ cup sesame seeds
¼ cup honey
2 cups raisins
1 cup sunflower seeds
½ cup corn oil
5 cups wheat flakes or more oat flakes

Mix the oat or rye flakes, seeds, oil, and honey. Spread the mixture thinly on a cookie sheet. Roast 2 to 5 minutes in a 400° F. oven until light brown. Watch very closely; the flakes brown quickly. Remove the roasted flakes from the oven and mix quickly with the untoasted wheat flakes and raisins to prevent the hot mixture from sticking together in lumps. Cool completely. Store in covered containers.

G.O.R.P.

½ cup raisins
½ cup cashews, peanuts or walnuts
½ cup sunflower seeds
½ cup chopped dried apples
½ cup small square cheese crackers
½ cup small pretzel circles
½ cup dried apricots, chopped
1 cup granola, homemade or packaged variety

Mix all ingredients in a bowl and serve.

NOTE: Originally G.O.R.P. stood simply for Good Old Raisins and Peanuts. Now there are many combinations. Add additional ingredients to the mix as you like. For Halloween, you might like to include ½ cup candy corn to the mix.

Toasted Pumpkin Seeds

2 cups unwashed pumpkin seeds
1 ½ teaspoons butter or oil
1 ¼ teaspoons salt

Separate the fiber from the unwashed pumpkin seeds. Add melted butter or oil and salt to the seeds. Spread in a shallow pan and bake in a very slow oven (250°F.) until crisp and brown. Stir often.

Crackerjacks

½ cup honey
¼ cup butter or margarine
6 cups popped corn
1 cup roasted peanuts

Heat honey and butter in a saucepan until well blended. Cool. Meanwhile combine popcorn and peanuts. Pour cooled syrup mixture over popcorn, stirring as you pour. When well-coated, spread on buttered cookie sheet in a single layer. Bake at 350°F. 5 to 10 minutes or until popcorn is crisp. Stir several times during the baking process. Watch carefully. The difference between crisp and burned can be but a matter of minutes.

Snackin' Granola Bars

3 ½ cups toasted oats*
1 cup raisins
1 cup chopped nuts
⅔ cup butter or margarine, melted
½ cup firmly packed brown sugar
⅓ cup honey, corn syrup, or molasses
1 egg, beaten
½ teaspoon vanilla
½ teaspoon salt

Combine all ingredients; mix well. Press firmly into well-greased 15½ × 10½ inch jelly roll pan. Bake in preheated moderate oven (350°F.) about 20 minutes. Cool; cut into bars. Store in tightly covered container in cool, dry place or in refrigerator.

Variations: Add ½ cup flaked or shredded coconut. Substitute one 6-oz. package semi-sweet chocolate pieces for ½ cup raisins. Substitute ½ cup sunflower seeds for ½ cup nuts.

Sugarless Freezer Date Cookies

½ cup butter or margarine
1 egg
2 teaspoons vanilla
1 cup flour
1 teaspoon baking powder
¼ teaspoon salt
1 cup pitted dates, chopped
1 cup shredded coconut
1 cup chopped walnuts

Cream butter, egg, and vanilla. Mix dry ingredients. Combine mixtures and blend thoroughly. Add dates, coconut, and walnuts and mix well. Form dough into two 1½'' rolls and wrap in waxed paper or foil. Chill in freezer two hours or up to 1 month. Slice with sharp knife into ⅜'' slices. Place on lightly greased cookie sheet and bake 12 minutes at 350° F. Cool. Makes 5 dozen.

* To toast oats, place on an ungreased baking sheet in a 350°F. oven for 10 minutes.

Sesame Seed Squares (No Bake)

½ cup honey
½ cup peanut butter
1 cup powdered milk
½ cup shredded coconut (unsweetened)
1 cup sesame seeds

Heat honey and peanut butter. Add powdered milk, coconut, and sesame seeds. Mix and pat into a square 8″ × 8″ pan. Refrigerate to set. Cut into squares.

Two-way Cookies

1 stick (½ cup) butter
3 cups oatmeal
1 cup honey
3 tablespoons cocoa powder (unsweetened)
¾ cup powdered milk
½ teaspoon salt
2 teaspoons vanilla
½ cup peanut butter
½ cup raisins

Mix oatmeal with melted butter in a large pan. When well mixed, add the honey, cocoa powder, powdered milk, salt, vanilla, peanut butter, and raisins. Mix these ingredients well with your hands. It will be very stiff.

Wash all the sticky dough off your hands. Put a bowl of water on the table and use it to wet your hands before you shape the cookies. This keeps the dough from sticking to you.

Roll dough into little balls, or snakes, or any other shape you can think of.

Now you can either:

a. Put the cookies on a lightly buttered cookie sheet, flatten them, and bake for 10 to 12 minutes in a 350°F. oven.

OR

b. Eat the cookies right away. They'll be a little mushy, and if you want them harder, put them in the refrigerator for a little while.

Coconut Cookies

2 cups grated coconut
2 eggs
Honey & molasses - enough to make 1 cup
OR 1½ cups brown sugar
½ teaspoon vanilla
¼ teaspoon salt
½ cup chopped nuts or wheat germ
6 tablespoons whole wheat flour

Preheat the oven to 350°F. Grate enough fresh coconut to make 2 cups. Set the coconut aside for a few minutes. Beat the eggs until they are foamy. Add the honey and molasses or brown sugar and beat. Add the vanilla and salt. Stir in the coconut and chopped nuts or wheat germ. Sift in the flour and stir until well mixed. Butter pan. Pour batter in pan and bake about 30 minutes. Cool and cut into squares.

Crunchy Cookies

⅓ cup soft butter
½ cup honey
1 egg
1 teaspoon vanilla
1 ¼ cups whole wheat flour
½ teaspoon baking soda
¾ teaspoon salt
1 teaspoon cinnamon
1 cup raisins
1 cup granola or chopped nuts

Preheat oven to 350°F. Combine butter and honey in large bowl. Mix well with a wooden spoon or egg beater until there are no lumps. Stir in egg and the vanilla. Sift together the whole wheat flour, baking soda, salt, and cinnamon. Pour the flour mixture into the butter mixture and stir until you do not see any more flour. Add the raisins and granola or chopped nuts. Mix well and drop teaspoonfuls of dough on ungreased cookie sheets. Bake about 10 to 12 minutes or until the cookies are golden brown. Remove from baking sheets and cool. Makes about 48 cookies.

Orange Tea Bread

3 cups sifted all-purpose flour
⅓ cup sugar
2 teaspoons baking powder
1 teaspoon baking soda
½ teaspoon salt
½ cup walnuts, chopped
2 eggs, beaten
1 ½ cups orange marmalade
8 oz. vanilla yogurt

Grease two 6'' × 10'' loaf pans. Sift flour, sugar, baking powder, salt, and baking soda into large bowl. Add walnuts and stir until blended. In a second bowl, mix marmalade and yogurt; add eggs. Blend with flour mixture just until blended. Don't use mixer. Bake at 350°F. for one hour.

Olive Balls

1 glass Old English cheese
1 stick soft margarine
1 cup flour
½ (+–) teaspoon red pepper
1 jar green stuffed olives

Mix first four ingredients like pie crust. Press dough into balls around olives. Bake at 375°F. for 15 minutes.

Trio-Cheese Ball

1 package (8 oz.) cream cheese, softened
4 oz. blue cheese, crumbled
1 cup shredded sharp cheddar cheese
1 teaspoon dried minced onion
1 teaspoon liquid smoke
½ cup chopped pecans

Beat cheeses in mixing bowl on medium speed until fluffy; scrape sides and bottom often. Beat in onion and liquid smoke. Stir in pecans. Cover and chill 3 to 4 hours. Mold into large ball. Roll in additional pecans, if desired. Cover and chill until firm (2 hours).

Cheese Puffs

½ lb. grated nippy cheese
½ cup butter
1 cup sifted whole wheat flour
Dash of paprika

Combine cheese and butter. Work in flour and paprika. Chill thoroughly. Shape into balls about the size of large marbles. Place on ungreased cookie sheet. Bake at 450°F. for 5 to 7 minutes. Serve warm.

Cheese Balls

Soften cream cheese or cheddar cheese with a little salad dressing and form into balls. Roll in chopped parsley or chopped peanuts. Refrigerate until serving time.

Toasty Cheese Crackers

2 cups (8 oz.) shredded cheddar cheese
1/2 cup butter or margarine, softened
1 cup all-purpose flour
1 cup oats (quick or old fashioned)
1/2 cup grated Parmesan cheese
3 tablespoons water
1/4 teaspoon salt

Beat together cheeses, butter, and water until well blended. Add flour and salt; mix well. Stir in oats, mixing until thoroughly blended. Shape dough to form 12-inch long roll. Wrap securely; refrigerate about 4 hours. Cut ⅛ to ¼ inch thick slices; flatten slightly. Bake on lightly greased cookie sheet in preheated hot oven (400°F.) 8 to 10 minutes until edges are light golden brown. Immediately remove from cookie sheet; cool on wire rack.

Raisin Cheese Fudge

2 cups raisins
1 cup broken walnut meats
2 cups finely grated cheddar cheese (8 oz.)
½ teaspoon salt

In blender, chop raisins, ½ cup at a time. Pour into mixing bowl. Whirl nut meats until finely chopped. Mix with raisins. With fingers, work in cheese and salt until well blended. Pack mixture into waxed paper lined 8-inch square pan. Chill until firm, then cut into squares.

Olive-Cheese Roll

1 4 oz. wedge blue cheese
1 8 oz. package cream cheese
1 lb. sharp cheddar cheese (grated)
1 tablespoon Worcestershire sauce
½ cup cream or milk
½ cup chopped pecans
½ cup ripe olives (chopped)

Allow cheeses to soften to room temperature. Mix well with sauce, milk, nuts, and olives. Form mixture into desired shape. Refrigerate 2 hours.

Cheese Sticks

1 cup flour
¼ teaspoon salt
⅓ cup shortening
2 ⅔ tablespoons water
½ cup sharp cheddar cheese, grated
2 teaspoons sesame seeds

Cut the shortening into the flour and salt until shortening is the size of split peas. Stir in the cheese and seeds. While tossing the mixture with a fork, gradually add the water. Mix until the dough holds together. Roll into a rectangle about ¼-inch thick. Cut into strips about 3 inches long and ⅓-inch in width. Bake at 400°F. about 12 minutes or until golden brown.

Fruit Cup

3 tablespoons frozen lemonade concentrate
1 medium orange, peeled, sectioned, and diced
½ cup seedless grapes, halved
2 tablespoons walnuts, finely chopped
1 medium apple, cored, diced
1 medium peach, pitted, diced
1 medium banana, peeled, sliced
½ cup strawberries, halved

Place lemonade concentrate in a large bowl and mix lightly with fruits as they are prepared. Chill. Garnish each serving with chopped walnuts.

NOTE: Skins of apple and peach may be removed, if desired.

Yogurt-Gelatin Pudding

2 packages plain gelatin
¼ cup COLD water
¼ cup BOILING water
3 cups fruit juice
1 cup yogurt

Empty both packages of gelatin into a bowl. Add cold water and stir well. Add boiling water and continue stiring until all gelatin is dissolved. Stir in fruit juice and yogurt. Mix well. Cover bowl with plastic wrap and refrigerate until the pudding becomes firm.

Finger Gelatin

4 envelopes unflavored gelatin
2 cups fruit juice
2 cups sliced fruit

Empty gelatin into an 8 or 9-inch pan. Add ¼ cup fruit juice to the gelatin and stir well. Heat ¼ cup fruit juice until it bubbles. Pour hot juice in the pan and stir well. Add remaining 1 ½ cups fruit juice and stir well. Place pan of gelatin in the refrigerator and leave it there until it starts to feel soft and wiggly. At this point mix the sliced fruit to the gelatin and return to the refrigerator. Refrigerator until it is firm. Slice into small pieces.

Baked Apples

1 apple per child
Honey or molasses
Cinnamon
Nutmeg

Wash apples and core with apple corer or knife. Place apples in a small pie pan. Fill core with honey or molasses and sprinkle with cinnamon and nutmeg. Bake in 350°F. oven about 30 minutes until apples are tender. Baste juices over apple occasionally.

Watermelon Popsicles

Watermelon

Cut the rind off the watermelon. Cut melon into small pieces and remove the seeds. Mash melon using a potato masher or blender. Spoon watermelon into ice cube trays and place a popsicle stick in each cube. Freeze until frozen hard.

Frozen Fruit Yogurt

2 cups yogurt
1 small can frozen concentrated fruit juice (orange or pineapple)
2 teaspoons vanilla

Combine all ingredients. Mix well and pour in refrigerator tray. Place popsicle sticks in each cube. Freeze until frozen hard.

Crunchy Bananas

½ banana per child
Sesame seeds
Honey

Slice peeled banana into thin pieces. Dip slices in honey and coat with sesame seeds.

Funny Faces

Have each child spread cheese and/or peanut butter on a slice of bread and decorate with dots of fruit, vegetables, nuts, seeds (pumpkin, poppy, sunflower, caraway), slices of hard cooked egg, or tiny shapes of cheese cut from cheese slices.

Deviled Eggs

Remove the yolk from hard cooked eggs. Mix with salad dressing. Stuff yolk mixture into the whites. Garnish with parsley or paprika.

Peanut Butter Balls

½ cup honey
½ cup peanut butter
1 cup dry milk
½ cup raisins

Toppings: Coconut, chopped nuts, and/or sesame seeds

Combine honey and peanut butter. Add dry milk and raisins. Mix well. Make dough into small balls and roll in the topping(s) of your choice. Refrigerate peanut butter balls until firm.

Peanut Butter Pizza

Crust:

Combine:
- 1 cup warm (not hot) water
- 2 tablespoons or packages baking yeast
- 2 teaspoons honey
- 1 tablespoon vegetable oil
- 1 teaspoon salt

Let stand 5 minutes until foamy.

Add: 2 cups whole wheat flour (or 1 cup whole wheat flour and 1 cup unbleached white flour)

Beat until smooth. Turn onto floured bread board and knead in ½ cup more flour. Knead until dough is smooth and has a satinity appearance.

This will make 1 thick or 2 thin crust pizzas.

Roll onto oiled pizza pan that has been lightly sprinkled with cornmeal (optional). Bake for 10-15 minutes at 450°F.

Remove from oven and spread with topping.

Topping:

1 cup peanut butter mixed with ¼ cup honey.

Then top with any of the following: raisins, sesame or sunflower seeds, shredded coconut, soynuts, chopped prunes or figs or dates, chopped nuts, or try spreading jam on it. Finally cover all with grated mozzarella cheese and return to 350° F. oven for 10 more minutes or until crust is crispy brown on bottom.

Peanut Butter Fondue

- 2 cups chunky peanut butter
- 1 5 ⅓ ounce can evaporated milk
- 1 cup light brown sugar
- ¼ cup margarine

Mix all ingredients together in a heavy saucepan over low heat until well blended and hot or prepare mixture in a fondue pot. Stir occasionally. Dunk fresh fruits such as apple and pear wedges, banana slices, etc. and pieces of graham crackers in warm fondue. Use fondue forks or wooden toothpicks for dunking fruit.

Peanut Butter on Wheat Wafers or Graham Crackers:

Spread peanut butter as is or "dress up" by adding peanut granules, chopped apricots, peach preserves, or concentrated orange juice concentrate. Spread on crackers. If desired, top with a banana slice and/or raisins.

MISCELLANEOUS NUTRITIOUS TREATS

Peanuts
Popcorn
Raisins
Nuts
Seeds such as pumpkin, sunflower, or sesame
Peanut Butter
Fruit Juices
Raw Vegetables such as:
    Carrot strips, sticks, coins, or curls
    Broccoli flowerettes
    Cauliflower flowerettes
    Cherry tomatoes or tomato slices or wedges
    Radish roses, coins, or sections
    Celery sticks
    Turnip sticks or rounds
    Cucumber strips or slices
    Green pepper strips
    Mushrooms, whole or sliced
    Zucchini sticks
    Beets (peeled)
    Scallions
    Green beans
    Cabbage leaves or wedges
    Kohlrabi slices
    Spinach leaves
    Lettuce leaves or wedges
    Raw potato pieces

Fruits such as:
    Apples
    Bananas
    Pineapple
    Strawberries
    Melon wedges or balls
    Plums
    Peaches
    Pears
    Tangerines
    Grapes
    Cherries
    Berries
    Apricots
    Grapefruit
    Oranges

Section J

CLUES FOR CREATIVE CAFETERIAS

Places We Eat In .... J 1
Places To Go And Things To Do .... J 2
Clues For Creative Cafeterias .... J 3
Ideas For Kitchen Tours .... J 5

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PLACES WE EAT IN

What is your meal environment like? Is your lunchroom a pleasant place where students can enjoy a good meal as well as a refreshing break in the classroom grind? If your lunch situation is not this pleasant, what can you do to help improve it?

Meal Environment is Important

The first thing to remember is this: The places we eat in are just as important as the foods we eat. Meal environment is often shoved to the back burner as one of the "nice but unessential extras" that school administrators, teachers, and school food service personnel have to worry about. Pleasant surroundings during the course of a meal are not just an aesthetic consideration; they're a health consideration, too. The way food is presented to a child, the atmosphere in which he is expected to consume that food, and the attitudes of the people associated with the food combine to influence whether the child eats the food and whether he derives any psychological satisfaction from eating it.

One of the reasons we eat is for emotional security. People use food to satisfy a whole host of needs besides hunger and the physiological needs of the body. A pleasant meal environment is part of the psychological aspect of eating.

There are also other advantages that a pleasant environment can have. Learning is a difficult activity and those students who are in a classroom for hours at a time are working hard.When lunch time rolls around,a youngster needs the special benefits that a relaxing mealtime atmosphere can offer. He needs not only nutritious food to meet his body's needs. He also needs the pleasant sight and sound and smell sensations, the friendly personal contact, and the chance for conversation that a pleasant cafeteria atmosphere can provide.

Learn to view the school cafeteria situation from the students' point of view. Ask yourself: How would I like to have to eat in this atmosphere 5 days a week? What would it take to please me? Since kids want a place that's fun, a place that's friendly, a place that makes them feel good, how can I help them get what they want? Have I asked them?

You may have a bright, new cafeteria with colorful, small tables, and several serving lines. Or, you may have a gymnasium that becomes a make-shift cafeteria at noon, with the kitchen tucked in the corner, and one serving line for everyone. These are two extermes, but even the descriptions produce different feelings as they're read, so imagine how different the students would feel in each situation! Probably you're somewhere in between, but your cafeteria may still have some of the more common problems.

Are serving lines too long, or do they move too slowly? Are there too few food service lines, so that kids either make a mad scramble to get there first or get left to wait until half the lunch period is over before being served? Perhaps you can convince the administrator that the lunch hour needs to be a little longer, or that the classes could be released at 5-minute intervals instead of all at once. Perhaps the very young children could be served in their classroom.

Maybe you have a cafeteria that is just one huge hall with rows of long tables, making the whole situation look very institutional and discouraging the formation of small, natural conversation groups. The result is probably a very noisy, chaotic eating situation. If you get the chance you may try to encourage the administration to buy smaller tables. If that opportunity never comes, why not try using student artwork hung from the ceiling as a fake room divider?

What about sound? Is it absolutely silent? (Try to eat a meal with some friends without any of you saying a single word and get to know how unnatural it is.) Is it pandemonium? Or is there a reasonable hum of many different private conversations going on?

There are all sorts of environment-improving activities that you can initiate and probably count on ample support and encouragement from both students and food service personnel. You may not succeed in getting all your ideas translated into action, but that shouldn't deter you. Just remember that the atmosphere in which food is eaten does affect a child's health in the long run. When there's too much noise and rush and distraction, when a child feels as if he is a tiny item lost in a huge institution, he's usually too tense and anxious to eat. Under those circumstances, the most nutritious food in the world can't do him any good. Your personal contribution in making school lunch less like a mass feeding production and more like a pleasant individual experience is probably the single greatest contribution to good nutrition that you can make.

PLACES TO GO AND THINGS TO DO

The whole point of education is to prepare children to function effectively and intelligently as adults. Giving them good meals may meet here-and-now nutritional needs, but only nutrition education can bring on good practice in nutrition on a long-range basis.

Cafeteria and Classroom

Team up with the food service personnel in your school. Remember that nutrition education is, ideally, a long-term, on-going process that involves every member of the education team. Don't let the word education mislead you into thinking that the principles of good nutrition can only be learned from a book or in a classroom setting. Learning takes place all the time, in all sorts of situations, for all of us. When it comes to learning about food, the school cafeteria is often the best learning environment there is. **Explore the many ways the classroom and cafeteria can benefit each other.**

One very good place to visit with lots to see is your school kitchen. Talk with your cafeteria manager. She is concerned about the frequently poor eating habits displayed by students and will want to work with you to involve your children in the food service program. **Have a kitchen tour!** Allow children to observe the kitchen and see how foods are prepared. Many times children are willing to try different foods if they know what the ingredients are and they have observed the food being prepared. Decide with the kitchen manager on a time and date. You might want to take small groups of children through at a time if the kitchen is small.

Another example of teamwork would be discussing what is being taught in the classroom with the cafeteria manager with an eye toward the possibility of being able to **coordinate what is served in the cafeteria on a specific day to what is being taught in the classroom.** For example, if your class is going to be having a lesson on "Our Friend, the Carrot," next Monday, it might be possible to have carrots on next Monday's menu if discussed far enough in advance with the cafeteria manager.

In another cooperative effort, plan, prepare, and **have a tasting party.** (See Test Your Taster section for many ideas.) Young children need encouragement to try new foods, and tasting parties give them a perfect opportunity. There they can feel and smell unfamiliar foods in both the raw and cooked state. They can also taste various foods in small quantities

— enough to give them an idea of how the food tastes, but not so much that they'll have to eat a lot of a food they haven't yet learned to like. Learning to like foods is a good first step toward good nutrition.

Invite the cafeteria manager to visit your classroom and answer questions about the school lunch program — the food served, why it's served, why it's important for the students to eat well, how what they have been learning relates to the work and plans of the school food service program and staff. The manager might also suggest lessons on nutrition that you could include in your planning!!

As a follow-up to the manager's presentation, it might be possible for your class to **plan a school lunch menu** following the requirements and regulations discussed. If so, be sure the class gets credit for their menu by publicizing it in advance to the day it will be served. You can be assured of 100% participation when Mrs. Smith's Third Grade Class' menu is served to Mrs. Smith's class!!

Sponsor a school-wide poster contest to promote the School Lunch Program, **allow students to serve as host and hostess** during the lunch period, **display students' work** in the cafeteria, etc. These are only a few ideas for student involvement. The possibilities are almost limitless, as are the many ways in which food service personnel, administrators, teachers, and parents can help and support each other in promoting nutrition education. After all, we all have the same goal at heart — the formation of good eating habits in our children that will last a lifetime.

CLUES FOR CREATIVE CAFETERIA

1. Paint cafeteria a pleasing color(s). Add murals, graphics, etc. to walls if possible.
2. Provide music if possible.
3. Observe special occasions with decorations and special menu items.
4. Sponsor a contest to give the cafeteria a name.
5. Put up bulletin boards.
6. Allow various classes to plan menus for school lunches.
7. Introduce new foods — or foods prepared in a new or different way — by handing out samples at the head of the lunch line.
8. Hold a school-wide poster contest to promote the School Lunch Program.
9. Conduct guided tours of the kitchen and service facilities.
10. Hold orientation sessions for those students using the cafeteria for the first time.
11. Participate in National School Lunch Week and Nutrition Month.
12. Appoint students to serve as host and hostess at lunch time.
13. Publish and/or post school lunch menus.
14. Have a Mexican Day, Chinese Day, etc. Plan menu and decorate accordingly.
15. Display attractive, colorful posters on the cafeteria walls. Remember to change posters periodically.

16. Hang nutrition-related mobiles from the ceiling.
17. Promote a "Fruit or Vegetable of the Week or Month." An unusual or unfamiliar fruit or vegetable, one that children might seldom see in its natural form, etc. could be chosen. Hints as to its identity, word games and puzzles related to the item, etc. could all be used in the promotion.
18. See the Puppets, Patterns, and Puzzles section for display ideas such as "The Citrus Family," "Mr. Fruitman," "The Good Foods Train," etc.
19. Cut slits in the bottom of a styrofoam meat tray with a razor blade. Slip food models or other food pictures into the slits of the upside down tray and display "Today's Menu."
20. Encourage nutritious items to be placed in vending machines and/or snack bars if these alternative food sources are available to students.
21. Appoint a student advisory group to provide input and/or feedback on student food preferences and/or ideas and to help with planning and decorating for special occasions and holidays.
22. Invite parents to eat lunch with their child.
23. Merchandise or "dress up" school lunch with sprigs or dashes of color and/or other little extra touches.
24. Occasionally rename menu items with "catchy" and/or unusual names, such as puffy clouds (mashed potatoes) and slices of sunshine (orange slices).
25. SMILE and share a kind word or two with a child during breakfast and/or lunch time.

IDEAS FOR KITCHEN TOURS

1. Show the big cans and discuss how these cans differ in size from the cans of food used at home. Open a can to show the children that, even though the cans are larger, the food inside is just like the food they get at home.
2. Show the food labels. Have the children check to see where the food is produced. Discuss where your fresh vegetables and fruits were grown and explain that weather and seasonal changes effect food availability.
3. Check the food labels for additives and preservatives. Discuss pros and cons.
4. Compare the nutritive value of fresh fruits and vegetables to canned or dried fruits and vegetables. Also, compare the nutritive content of raw and cooked fruits and vegetables.
5. Ask the manager to show and discuss the equipment operation. If a steamer is available, explain how steaming does not steal as many vitamins from a food as boiling does.
6. At the milk cooler, ask the kitchen manager to discuss the number of milk cartons purchased daily and the cost. Explain that the calcium in milk is essential to our bodies for strong bones and teeth. Show a chicken bone that has been soaking in vinegar for two weeks. Explain to the children that most of the calcium in the bone has been drawn into the vinegar. Let the children feel and see what happens to bones that do not have calcium.
7. Ask the manager to discuss sanitation in the kitchen including health rules, food handler permits, why people serving wear plastic gloves, why hair nets are worn in the kitchen, etc.
8. Have the kitchen personnel demonstrate weights and measures: pounds, spoons, cups, quarts, gallons, etc. Discuss the metric system: grams, kilograms, liters, etc. Measure flour to show amounts. Fractions, such as ¼, ½, ⅔, etc., can also be shown.
9. Introduce the kitchen staff to the children and explain what each person does and what an important part each person plays in providing nutritious foods for the school lunch.
10. Discuss sanitation and bacteria growth with the children. Explain importance of proper storage. Show a sample of bread which is (1) dried out, (2) molded, (3) stored properly. Discuss importance of washing hands before eating. Children might grow bacteria from hands on petri dishes.
11. If a new or different food is being prepared, perhaps children could taste-test the new food.
12. Be sure the class writes a letter of thank you to the cafeteria manager and staff.

Section K

LEARNING CENTERS

LEARNING CENTER NUMBER:

1 - Plan Three Meals . . . . K 1
2 - Plan a Breakfast . . . . K 3
3 - Recommended Dietary Allowances . . . . K 7
4 - Nutrient Values of Foods K11
5 - Your Energy Requirement K15
6 - Magic Minerals K19
7 - Viewing Vitamins K23
8 - Vegetables of All Kinds K27
9 - Test Your Taster K29
10 - Food Fads K31
11 - Basic Five Food Groups K35
12 - Protein: The Master Builder K37
13 - Grouping Foods by Classes K43
14 - Foods in Their Different Forms K45
15 - Favorite Foods K47
16 - Food Alphabet K53
17 - Eating Out K55
18 - Lunch Sack Activity K59
19 - Menu Activity K63
20 - Vitamin Discovery K65
21 - Food and You K69
22 - Nutrient Blackout K73

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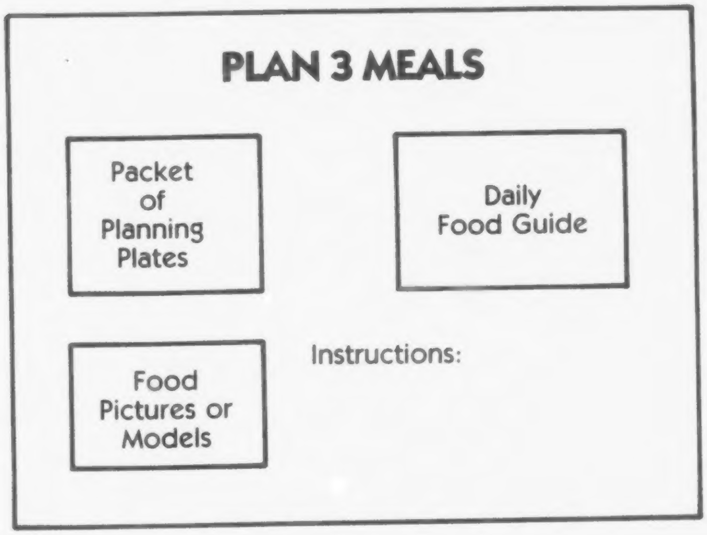
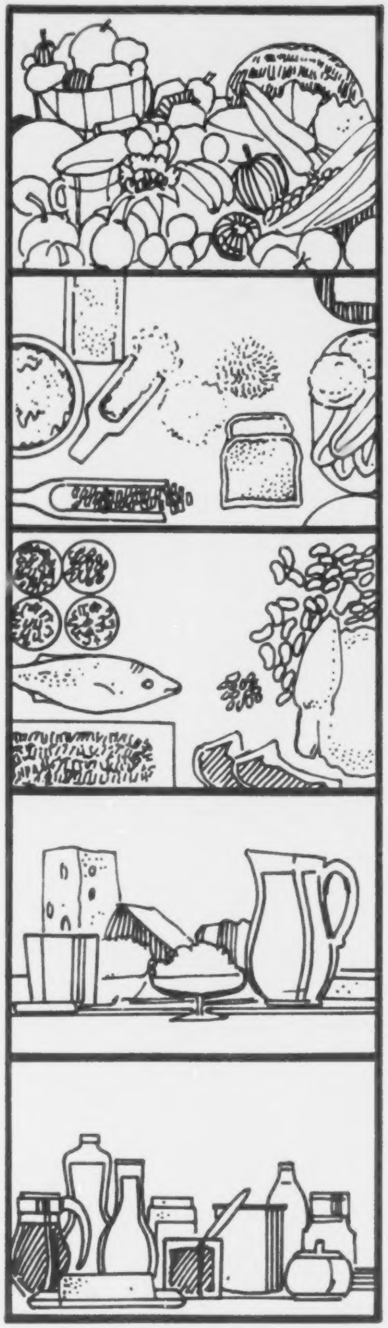
Learning Center 1

TITLE:	Plan Three Meals
TOPIC:	Planning specific, balanced meals
LEVEL:	Elementary
COMPETENCY:	Student will use the Basic Five Food Groups to plan three meals.
OBJECTIVE:	The student will plan three sample meals (a breakfast, lunch, and dinner) using food pictures on paper plates. When combined, these three meals will meet the student's recommended daily number of servings from the Basic Five Food Groups.
INSTRUCTIONS:	Using the Basic Five Food Groups as your guide, plan one day's meals for yourself including a breakfast, a lunch, and a dinner. Select food items from the packet of food pictures and glue each meal's selections on a paper plate. Check your meals to see that they correspond with your Basic Five Food Group requirements.
DISPLAY:	Tagboard mounted on wall behind work table. Display includes: Packet of cutout food pictures or food models Packet of paper plates Daily Food Guide depicting the Basic Five Food Groups and the recommended number of servings per day Instructions

LAYOUT:



DAILY FOOD GUIDE



VEGETABLE FRUIT Group

Four Basic Servings Daily

BREAD CEREAL Group

Four Basic Servings Daily

MEAT Poultry Fish BEANS Group

Two Basic Servings Daily

MILK CHEESE Group

Basic Servings Daily:

Children under 9	2 to 3 servings
Children 9 to 12	3 servings
Teens	4 servings
Adults	2 servings
Pregnant Women	3 servings
Nursing Mothers	4 servings

FATS SWEETS Group

In general, the amount of these foods to use depends on the number of calories you require. It's a good idea to concentrate first on the nutrient-rich foods provided in the other groups as the basis of your daily diet.

Learning Center 2

TITLE: Plan A Breakfast

TOPIC: Planning a balanced breakfast using some suggested foods

LEVEL: Elementary

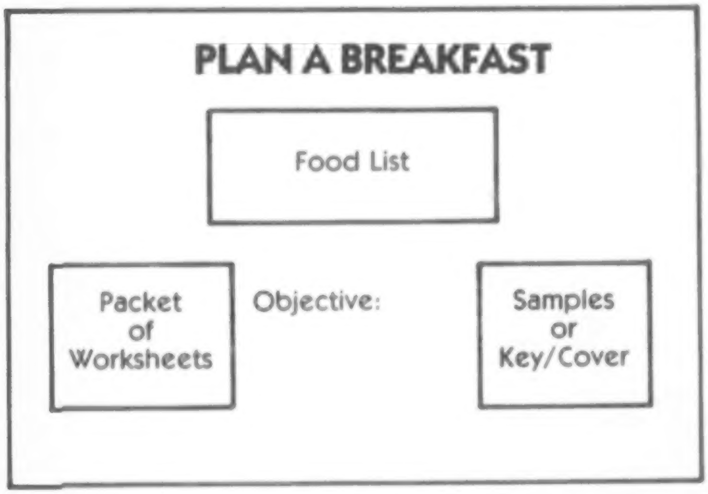
COMPETENCY: The student will plan breakfasts that include foods from three of four designated food groups.

OBJECTIVE: The student will plan five breakfasts. Each breakfast will include at least three of the following food groups: fruits and vegetables, breads and cereals, milk, and meat.

INSTRUCTIONS: Specific instructions are stated on the worksheets.

DISPLAY: Large tagboard including:
  List of breakfast items from which to select
  Self-directing worksheets packet
  Answer sheet with possible answers and cover
  Objective

LAYOUT:


PLAN A BREAKFAST
Food List
Packet of Worksheets
Objective:
Samples or Key/Cover

FOOD LIST

- Scrambled Egg
- Dry Cereal
- Milk
- Cooked Cereal
- Grapefruit
- Cantaloupe
- Canadian Bacon
- Hominy
- Ham
- Strawberries
- Hard Cooked Egg
- Wedge of Cheddar Cheese
- Apple Slices
- English Muffins
- Tomato Slices
- Biscuits
- Cheese Toast
- Waffles - Honey
- Peanut Butter
- Toast
- Orange Juice
- Pancakes - Apple Butter
- Yogurt
- Tomato Juice
- Cottage Cheese
- Breakfast Steak
- Poached Egg
- Whole Wheat Muffins
- Fruit Salad
- Applesauce

BREAKFAST				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

INSTRUCTIONS:

Plan a breakfast for each day listed. Select as many foods as you like from the food list. Be sure that each breakfast includes at least one serving from three of the following four food groups: fruits and vegetables, breads and cereals, milk, and meat.

EXAMPLE:

Saturday
Orange Juice — (Fruit & Vegetable Group)
Cooked Cereal — (Bread & Cereal Group)
Milk — (Milk Group)

ANSWER SHEET

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Grapefruit Waffles Ham or Canadian Bacon	Tomato Juice Dry Cereal Milk	Orange Juice Breakfast Steak Biscuits	Cantaloupe Pancakes Cottage Cheese	Orange Juice Scrambled Egg Toast or Hominy

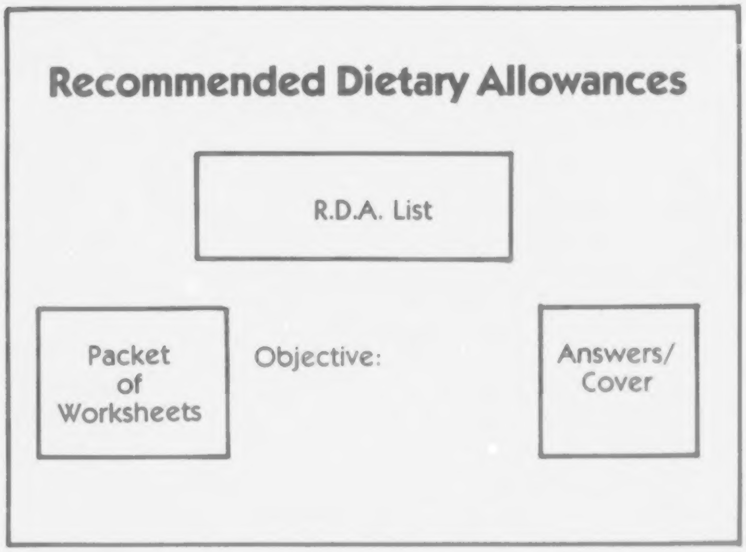
NOTE TO STUDENT:

Many possible breakfast combinations exist. These are only a few possibilities.

Learning Center 3

TITLE:	Recommended Dietary Allowances
TOPIC:	Recommended Dietary Allowances
LEVEL:	Upper elementary, Junior high, Senior high
COMPETENCY:	The student will list some specific RDA's.
OBJECTIVE:	The student will use the RDA table to determine specific levels of specific nutrients needed by specific people (as described on worksheet).
DISPLAY:	Tagboard on wall above work area. Board includes: Recommended Dietary Allowance table Objective Packet of self directing worksheets Answers with cover sheet

LAYOUT:


Recommended Dietary Allowances
R.D.A. List
Packet of Worksheets
Objective:
Answers/ Cover

Food and Nutrition Board, National Academy of Sciences-National Research Council
RECOMMENDED DAILY DIETARY ALLOWANCES,[a] Revised 1980
Designed for the maintenance of good nutrition of practically all healthy people in the U.S.A.

							Fat-Soluble Vitamins			Water-Soluble Vitamins							Minerals					
	Age (years)	Weight (kg)	Weight (lbs)	Height (cm)	Height (in)	Protein (g)	Vitamin A (µg R.E.)[b]	Vitamin D (µg)[c]	Vitamin E (mg α T.E.)[d]	Vitamin C (mg)	Thiamin (mg)	Riboflavin (mg)	Niacin (mg N.E.)[e]	Vitamin B6 (mg)	Folacin[f] (µg)	Vitamin B12 (µg)	Calcium (mg)	Phosphorus (mg)	Magnesium (mg)	Iron (mg)	Zinc (mg)	Iodine (µg)
Infants	0.0-0.5	6	13	60	24	kg x 2.2	420	10	3	35	0.3	0.4	6	0.3	30	0.5[g]	360	240	50	10	3	40
	0.5-1.0	9	20	71	28	kg x 2.0	400	10	4	35	0.5	0.6	8	0.6	45	1.5	540	360	70	15	5	50
Children	1-3	13	29	90	35	23	400	10	5	45	0.7	0.8	9	0.9	100	2.0	800	800	150	15	10	70
	4-6	20	44	112	44	30	500	10	6	45	0.9	1.0	11	1.3	200	2.5	800	800	200	10	10	90
	7-10	28	62	132	52	34	700	10	7	45	1.2	1.4	16	1.6	300	3.0	800	800	250	10	10	120
Males	11-14	45	99	157	62	45	1000	10	8	50	1.4	1.6	18	1.8	400	3.0	1200	1200	350	18	15	150
	15-18	66	145	176	69	56	1000	10	10	60	1.4	1.7	18	2.0	400	3.0	1200	1200	400	18	15	150
	19-22	70	154	177	70	56	1000	7.5	10	60	1.5	1.7	19	2.2	400	3.0	800	800	350	10	15	150
	23-50	70	154	178	70	56	1000	5	10	60	1.4	1.6	18	2.2	400	3.0	800	800	350	10	15	150
	51+	70	154	178	70	56	1000	5	10	60	1.2	1.4	16	2.2	400	3.0	800	800	350	10	15	150
Females	11-14	46	101	157	62	46	800	10	8	50	1.1	1.3	15	1.8	400	3.0	1200	1200	300	18	15	150
	15-18	55	120	163	64	46	800	10	8	60	1.1	1.3	14	2.0	400	3.0	1200	1200	300	18	15	150
	19-22	55	120	163	64	44	800	7.5	8	60	1.1	1.3	14	2.0	400	3.0	800	800	300	18	15	150
	23-50	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	18	15	150
	51+	55	120	163	64	44	800	5	8	60	1.0	1.2	13	2.0	400	3.0	800	800	300	10	15	150
Pregnant						+30	+200	+5	+2	+20	+0.4	+0.3	+2	+0.6	+400	+1.0	+400	+400	+150	h	+5	+25
Lactating						+20	+400	+5	+3	+40	+0.5	+0.5	+5	+0.5	+100	+1.0	+400	+400	+150	h	+10	+50

a The allowances are intended to provide for individual variations among most normal persons as they live in the United States under usual environmental stresses. Diets should be based on a variety of common foods in order to provide other nutrients for which human requirements have been less well defined.

b Retinol equivalents. 1 retinol equivalent = 1 µg retinol or 6 µg β-carotene. See text for calculation of vitamin A activity of diets as retinol equivalents.

c As cholecalciferol. 10 µg cholecalciferol = 400 I.U. vitamin D.

d α tocopherol equivalents. 1 mg d-α-tocopherol = 1 α T.E. See text for variation in allowances and calculation of vitamin E activity of the diet as α tocopherol equivalents.

e 1 N.E. (niacin equivalent) is equal to 1 mg of niacin or 60 mg of dietary tryptophan.

f The folacin allowances refer to dietary sources as determined by **Lactobacillus casei** assay after treatment with enzymes ("conjugases") to make polyglutamyl forms of the vitamin available to the test organism.

g The RDA for vitamin B12 in infants is based on average concentration of the vitamin in human milk. The allowances after weaning are based on energy intake (as recommended by the American Academy of Pediatrics) and consideration of other factors such as intestinal absorption; see text.

h The increased requirement during pregnancy cannot be met by the iron content of habitual American diets nor by the existing iron stores of many women; therefore the use of 30-60 mg of supplemental iron is recommended. Iron needs during lactation are not substantially different from those of nonpregnant women, but continued supplementation of the mother for 2-3 months after parturition is advisable in order to replenish stores depleted by pregnancy.

Estimated Safe and Adequate Daily Dietary Intakes of Additional Selected Vitamins and Minerals[a]

		Vitamins			Trace Elements[b]						Electrolytes		
	Age (years)	Vitamin K (µg)	Biotin (µg)	Pantothenic Acid (mg)	Copper (mg)	Manganese (mg)	Fluoride (mg)	Chromium (mg)	Selenium (mg)	Molybdenum (mg)	Sodium (mg)	Potassium (mg)	Chloride (mg)
Infants	0-0.5	12	35	2	0.5-0.7	0.5-0.7	0.1-0.5	0.01-0.04	0.01-0.04	0.03-0.06	115-350	350-925	275-700
	0.5-1	10-20	50	3	0.7-1.0	0.7-1.0	0.2-1.0	0.02-0.06	0.02-0.06	0.04-0.08	250-750	425-1275	400-1200
Children and Adolescents	1-3	15-30	65	3	1.0-1.5	1.0-1.5	0.5-1.5	0.02-0.08	0.02-0.08	0.05-0.1	325-975	550-1650	500-1500
	4-6	20-40	85	3-4	1.5-2.0	1.5-2.0	1.0-2.5	0.03-0.12	0.03-0.12	0.06-0.15	450-1350	775-2325	700-2100
	7-10	30-60	120	4-5	2.0-2.5	2.0-3.0	1.5-2.5	0.05-0.2	0.05-0.2	0.1-0.3	600-1800	1000-3000	925-2775
	11+	50-100	100-200	4-7	2.0-3.0	2.5-5.0	1.5-2.5	0.05-0.2	0.05-0.2	0.15-0.5	900-2700	1525-4575	1400-4200
Adults		70-140	100-200	4-7	2.0-3.0	2.5-5.0	1.5-4.0	0.05-0.2	0.05-0.2	0.15-0.5	1100-3300	1875-5625	1700-5100

a Because there is less information on which to base allowances, these figures are not given in the main table of the RDA and are provided here in the form of ranges of recommended intakes.

b Since the toxic levels for many trace elements may be only several times usual intakes, the upper levels for the trace elements given in this table should not be habitually exceeded.

BEST COPY AVAILABLE

WORKSHEET FOR RECOMMENDED DIETARY ALLOWANCES

1. Write the recommended dietary allowances for calcium for the following people:

Boy Age 8	Girl Age 15	Grandfather Age 61	Pregnant woman Age 29

2. Write the recommended dietary allowance for protein for the following people:

Girl Age 6	Man Age 25	mother Age 25	Teenage boy Age 16

3. Write the recommended dietary allowances for Vitamin C (ascorbic acid) for the following people:

Baby Age 1 yr.	Girl Age 10	Lactating woman Age 31	Grandfather Age 62

WORKSHEET FOR RECOMMENDED DIETARY ALLOWANCES

ANSWER SHEET

1. Write the recommended dietary allowances for calcium for the following people:

Boy Age 8	Girl Age 15	Grandfather Age 61	Pregnant woman Age 29
800 mg	1200 mg	800 mg	1200 mg

2. Write the recommended dietary allowance for protein for the following people:

Girl Age 6	Man Age 25	mother Age 25	Teenage boy Age 16
30 g.	56 g.	44 g.	56 g.

3. Write the recommended dietary allowances for Vitamin C (ascorbic acid) for the following people:

Baby Age 1 yr.	Girl Age 10	Lactating woman Age 31	Grandfather Age 62
45 mg	45 mg	100 mg	60 mg

Learning Center 4

TITLE: Nutrient Values of Foods

TOPIC: Tables of nutrient values

LEVEL: Junior high, Senior high

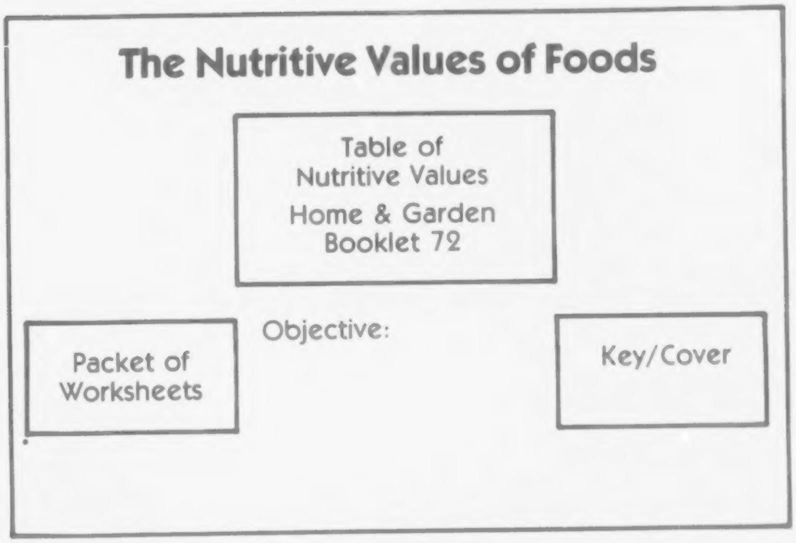
COMPETENCY: The student will use a handbook of nutrient values.

OBJECTIVE: Upon completing this learning center, the student will use the handbook of nutrient values to determine some specific food values as stated in the problems on the worksheet.

DISPLAY: Tagboard on wall above work area. Board includes:

- Pocket containing a handbook of nutrient values, such as Home and Garden Bulletin #72 (See Resource Section — Supplemental Resources).
- Packet of worksheets (self directing)
- Objective
- Answer sheet with cover

LAYOUT:


The Nutritive Values of Foods
Table of Nutritive Values Home & Garden Booklet 72
Objective:
Packet of Worksheets
Key/Cover

WORKSHEET FOR FOOD VALUES

1. Mary needs 18 mg of iron in her diet everyday. List foods which you would select to help her meet that requirement. (Remember, meat, dried beans and peas, egg yolks, enriched flour or breads, dark green leafy vegetables, and dried fruits are good sources of iron).

2. John requires 1000 retinol equivalents (5000 I.U.) of vitamin A. Find one food that meets that requirement. (Dark green, leafy and deep yellow vegetables are good sources).

3. The recommended dietary allowance for calcium for a 16-year-old boy is 1200 mg. Select foods to meet that requirement. (Dairy foods are out best calcium sources.)

4. Jane is 12-years-old. Her RDA for vitamin C (ascorbic acid) is 50 mg. Select foods to meet her requirement.

WORKSHEET FOR FOOD VALUES
ANSWER SHEET

1. Mary needs 18 mg of iron in her diet everyday. List foods which you would select to help her meet that requirement. (Remember, meat, dried beans and peas, egg yolks, enriched flour or breads, dark green leafy vegetables, and dried fruits are good sources of iron).

3 ounces lean ground beef (3 mg) or 3 ounces liver (7.5 mg), 1 egg (1 mg), ½ c. spinach (2 mg), 1 c. navy

beans (5.1 mg), 4 slices whole wheat or enriched bread (2.4-3.2 mg), 1 c. enriched noodles (1.4 mg)

2. John requires 1000 retinol equivalents (5000 I.U.) of vitamin A. Find one food that meets that requirement. (Dark green, leafy and deep yellow vegetables are good sources).

½ cup carrots, spinach, chard or collards or ½-1 cup sweet potato

3. The recommended dietary allowance for calcium for a 16-year-old boy is 1200 mg. Select foods to meet that requirement. (Dairy foods are out best calcium sources.)

2 cups lowfat milk (600 mg), 1 ounce cheddar cheese (204 mg), 1 cup yogurt (300 mg),

1 cup ice cream (176 mg)

4. Jane is 12-years-old. Her RDA for vitamin C (ascorbic acid) is 50 mg. Select foods to meet her requirement.

½ c. orange juice (62 mg), ½ grapefruit (44 mg), ½ cantaloupe (90 mg), ½ cup broccoli (70 mg), 1 cup

shredded cabbage (42 mg)

NOTE TO STUDENT:

Many other food selections are possible. These are only a few examples. Also actual nutrient values will vary slightly with source used.

Learning Center 5

TITLE: Your Energy Requirement

TOPIC: Calculating energy requirements

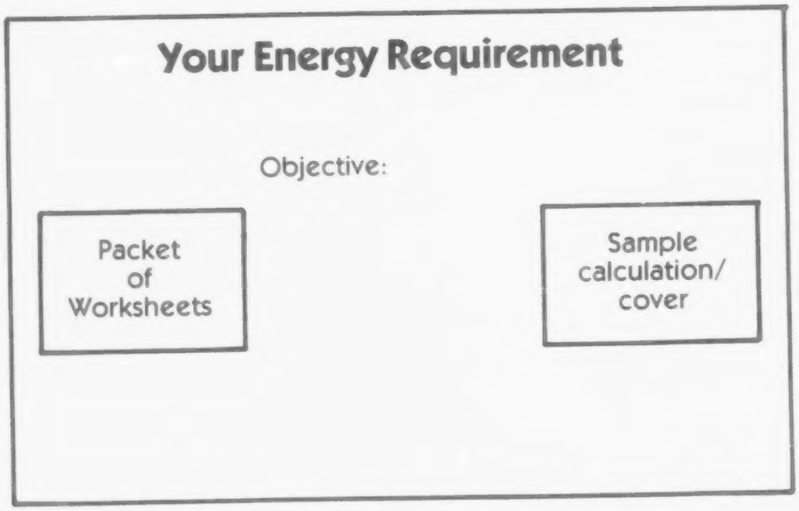
LEVEL: High school, adult, some Junior high groups

COMPETENCY: The student will calculate his/her own energy requirements.

OBJECTIVE: The student will correctly estimate his own energy requirements in terms of calories.

DISPLAY: Large tagboard mounted on wall behind table. Board includes:
  - Packet of worksheets for calculating energy requirements
  - Objective
  - Sample calculation with cover sheet

LAYOUT:


Your Energy Requirement
Objective:
Packet of Worksheets
Sample calculation/ cover

COMPUTATION OF YOUR ENERGY REQUIREMENT

Energy expenditure is dependent upon:

I. INTERNAL WORK — Basal Metabolism

a. Body Size
Change your DESIRED weight ________ lb to kg (2.2 lb = 1 kg). (carry decimal one place.) 1.________kg

b. Age
Adults allow 1 kcal per kg (1 kcal x kg body wt. x 24 hr) 2.________kcal

c. Sex — Females subtract 5% of above figure 3.________kcal

Difference lines 3. from 2. 4.________kcal

d. Subtract kilocalories saved while sleeping
0.1 kcal x kg x hr in sleep = kcal saved No. of hours ________ 5.________kcal

Total kilocalories for Basal Metabolism 6.________kcal

II. EXTERNAL WORK — Physical Activity

Determine the hours spent in light or severe activities

Light exercise examples	or	**Severe exercise** examples
Studying		Dancing
Sitting in class		Games (racquet ball)
Standing		Fast walking (jogging)
Walking slowly		Physical education classes
Cleaning house		
Cooking		

a. Total hrs in light activity_____hr x 0.64 x _____kg = 7.________kcal

b. Total hrs in severe activity_____hr x 1.58 x _____kg = 8.________kcal

c. Total hrs in sleep _____hr
Total hours 24

Total kilocalories for physical activity (7 + 8) = 9.________kcal

Total kilocalories (Basal Metabolism 6 + physical activity 9) = 10.________kcal

III. SPECIFIC DYNAMIC EFFECT of Food (SDE) - cost of food intake in energy

Add 10% of the total kilocalories on Line 10. 11.________kcal
Estimated daily TOTAL kilocalories lines (10. + 11.) = 12.________kcal

SAMPLE CALCULATION

COMPUTATION OF YOUR ENERGY REQUIREMENT

Energy expenditure is dependent upon:

I. INTERNAL WORK — Basal Metabolism

a. Body Size
Change your DESIRED weight 130 lb to kg (2.2 lb = 1 kg). (carry decimal one place.) 1. 59.0 kg

b. Age
Adults allow 1 kcal per kg (1 kcal x kg body wt. x 24 hr) 2. 1416.0 kcal

c. Sex — Females subtract 5% of above figure 3. -70.8 kcal

Difference lines 3. from 2. 4. 1345.2 kcal

d. Subtract kilocalories saved while sleeping
0.1 kcal x kg x hr in sleep = kcal saved No. of hours 8 5. -47.2 kcal

Total kilocalories for Basal Metabolism 6. 1298.0 kcal

II. EXTERNAL WORK — Physical Activity
Determine the hours spent in light or severe activities

Light exercise examples	or	**Severe exercise** examples
Studying		Dancing
Sitting in class		Games (racquet ball)
Standing		Fast walking (jogging)
Walking slowly		Physical education classes
Cleaning house		
Cooking		

a. Total hrs in light activity 14 hr x 0.64 x 59 kg = 7. 528.64 kcal

b. Total hrs in severe activity 2 hr x 1.58 x 59 kg = 8. 186.44 kcal

c. Total hrs in sleep 8 hr
Total hours 24

Total kilocalories for physical activity (7 + 8) = 9. 715.08 kcal

Total kilocalories (Basal Metabolism 6 + physical activity 9) = 10. 2013.08 kcal

III. SPECIFIC DYNAMIC EFFECT of Food (SDE) - cost of food intake in energy

Add 10% of the total kilocalories on Line 10. 11. +201.3 kcal
Estimated daily TOTAL kilocalories lines (10. + 11.) = 12. 2214.38 kcal

NOTE TO STUDENT:

The above calculation was computed for a 30-year-old woman.

Learning Center 6

TITLE: Magic Minerals

TOPIC: Selected minerals

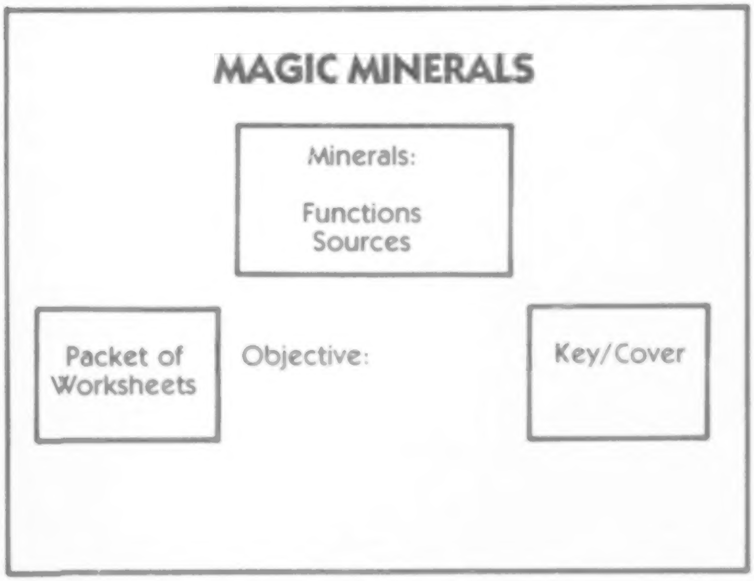
LEVEL: Upper elementary and up

COMPETENCY: Student will associate minerals with functions and sources

OBJECTIVE: The student will match three minerals with their correct functions and sources.

DISPLAY: Tagboard mounted on wall above table. Board includes:
- Packet of worksheets
- Objective
- List of minerals, functions, and sources
- Answer sheet with cover

LAYOUT:


MAGIC MINERALS
Minerals:
Functions
Sources
Packet of Worksheets
Objective:
Key/Cover

Minerals	Functions	Sources
Calcium	Builds bone and teeth Helps blood to clot Helps nerves, muscles and heart to function properly	Milk — whole, skim, fresh, canned, or dried; buttermilk, cheese, ice cream, dark green leafy vegetables
Iron	Combines with protein to make hemoglobin, the red substance of blood, which carries oxygen from lungs to muscles, brain and other parts of the body. Helps cells use oxygen.	Liver, kidney, heart, oysters, lean meat, egg yolk, dried beans, dark green leafy vegetables, dried fruit, whole grain and enriched bread and cereals, and molasses
Iodine	Helps thyroid gland work properly.	Iodized salt, saltwater fish and other seafood.

MINERALS WORKSHEET

Matching:

1. Liver is an excellent source of this mineral.
2. Saltwater fish and seafood supply some of this.
3. One of our best sources of calcium.
4. Iron combines with protein to make this oxygen carrier.
5. Essential to building bones and teeth.
6. Iodine helps this gland work properly.
7. Good sources of iron.

____ Thyroid

____ Calcium

____ Hemoglobin

____ Iron

____ Milk

____ Iodine

____ Dark green leafy vegetables, dried beans, enriched and whole grain products.

ANSWER SHEET

Matching:

1. Liver is an excellent source of this mineral.
2. Saltwater fish and seafood supply some of this.
3. One of our best sources of calcium.
4. Iron combines with protein to make this oxygen carrier.
5. Essential to building bones and teeth.
6. Iodine helps this gland work properly.
7. Good sources of iron.

6 Thyroid

5 Calcium

4 Hemoglobin

1 Iron

3 Milk

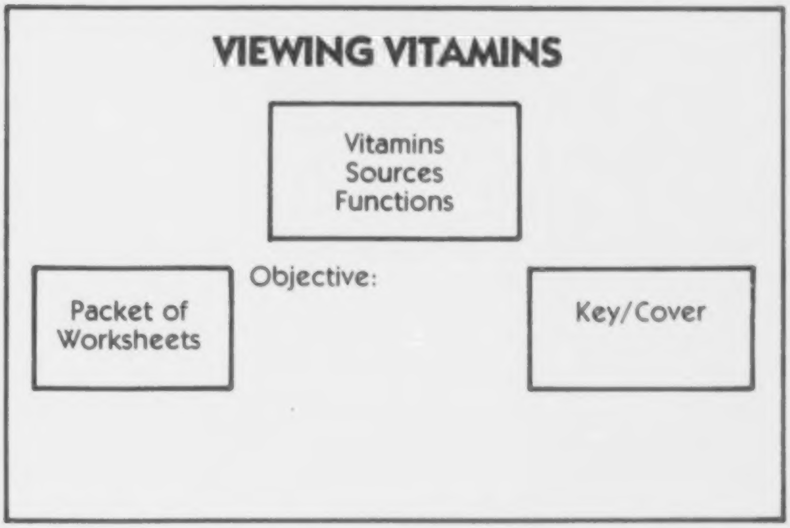
2 Iodine

7 Dark green leafy vegetables, dried beans, enriched and whole grain products.

Learning Center 7

TITLE:	Viewing Vitamins
TOPIC:	Vitamins — their sources and functions.
LEVEL:	Upper elementary and up.
COMPETENCY:	The student will identify major functions and sources of four water soluble and four fat soluble vitamins.
OBJECTIVE:	The student will be able to match major functions and food sources with eight vitamins.
DISPLAY:	Tagboard with: List of vitamins, their functions and sources Packet of worksheets Objective Answer sheet with cover

LAYOUT:


VIEWING VITAMINS
Vitamins
Sources
Functions
Objective:
Packet of Worksheets
Key/Cover

Fat Soluble Vitamins

VITAMINS	FUNCTIONS	SOURCES
Vitamin A	Helps keep lining of mouth, nose, throat, & digestive tract healthy. Helps eyes adjust to dim light. Promotes growth. Helps keep skin smooth.	Liver, dark green & deep yellow vegetables such as broccoli, greens, carrots, pumpkin, sweet potatoes, winter squash, and apricots, butter, margarine.
Vitamin D	Helps body use calcium and phosphorus to build strong bones and teeth.	Foods fortified with vitamin D (milk, margarines), fish, liver oils; direct sunlight produces vitamin D from cholesterol in the skin.
Vitamin K	Helps make a substance that helps blood to clot.	Wide variety of foods including green & leafy vegetables, tomatoes, cauliflower, egg yolks, soybean oil, and liver.
Vitamin E	Not known for sure but it is essential.	Vegetable oils and margarine, other foods.

Water Soluble Vitamins

VITAMINS	FUNCTIONS	SOURCES
Vitamin C (Ascorbic Acid)	Helps hold body cells together. Helps strengthen blood vessels. Helps wounds heal. Helps in bone and tooth formation.	Oranges, grapefruit, strawberries, broccoli, cabbage, peppers, greens, tomatoes, potatoes in skins.
Thiamin	Helps body cells obtain energy from food. Helps keep nerves in good condition. Promotes good appetite and digestion.	Lean pork, heart, kidney, liver, dry beans and peas, whole grain and enriched cereals and breads, some nuts.
Riboflavin	Helps cells use oxygen to release energy from food. Helps keep eyes healthy. Helps keep skin around mouth and nose smooth.	Milk, liver, lean meat, eggs, dark leafy greens.
Niacin	Helps the cells of the body use oxygen to produce energy. Helps maintain health of skin, tongue, digestive tract and nervous system.	Liver, yeast, lean meat, poultry, fish, leafy greens, peanuts and peanut butter, beans and peas, whole grain and enriched breads and cereals.

VIEWING VITAMINS WORKSHEET

INSTRUCTIONS: **Match the following functions and food sources with the correct vitamin.**

1. Peanuts and peanut butter are good sources of this vitamin.
2. Lean pork & dried beans are good sources.
3. Helps keep lining of nose, digestive tract healthy.
4. Helps blood to clot.
5. The sun can produce this from chemicals in the skin.
6. An excellent source of riboflavin.
7. Excellent sources of vitamin C.
8. Helps hold body cells together and helps in healing.
9. A good source of vitamins A and C.
10. Helps cells use oxygen and keeps skin around mouth smooth.

Vitamin D______
Broccoli______
Vitamin C (ascorbic acid______
Oranges and grapefruit______
Thiamin______
Vitamin K______
Riboflavin______
Vitamin A______
Niacin______
Milk______

ANSWER SHEET
VIEWING VITAMINS WORKSHEET

INSTRUCTIONS: **Match the following functions and food sources with the correct vitamin.**

1. Peanuts and peanut butter are good sources of this vitamin.
2. Lean pork & dried beans are good sources.
3. Helps keep lining of nose, digestive tract healthy.
4. Helps blood to clot.
5. The sun can produce this from chemicals in the skin.
6. An excellent source of riboflavin.
7. Excellent sources of vitamin C.
8. Helps hold body cells together and helps in healing.
9. A good source of vitamins A and C.
10. Helps cells use oxygen and keeps skin around mouth smooth.

Vitamin D 5

Broccoli 9

Vitamin C (ascorbic acid 8

Oranges and grapefruit 7

Thiamin 2

Vitamin K 4

Riboflavin 10

Vitamin A 3

Niacin 1

Milk 6

Learning Center 8

TITLE: Vegetables of All Kinds

TOPIC: Identifying vegetables as parts of plants

LEVEL: Elementary

COMPETENCY: The student will identify given vegetables as to the part of a plant represented

OBJECTIVE: The student will match given vegetable cards with the appropriate plant part.

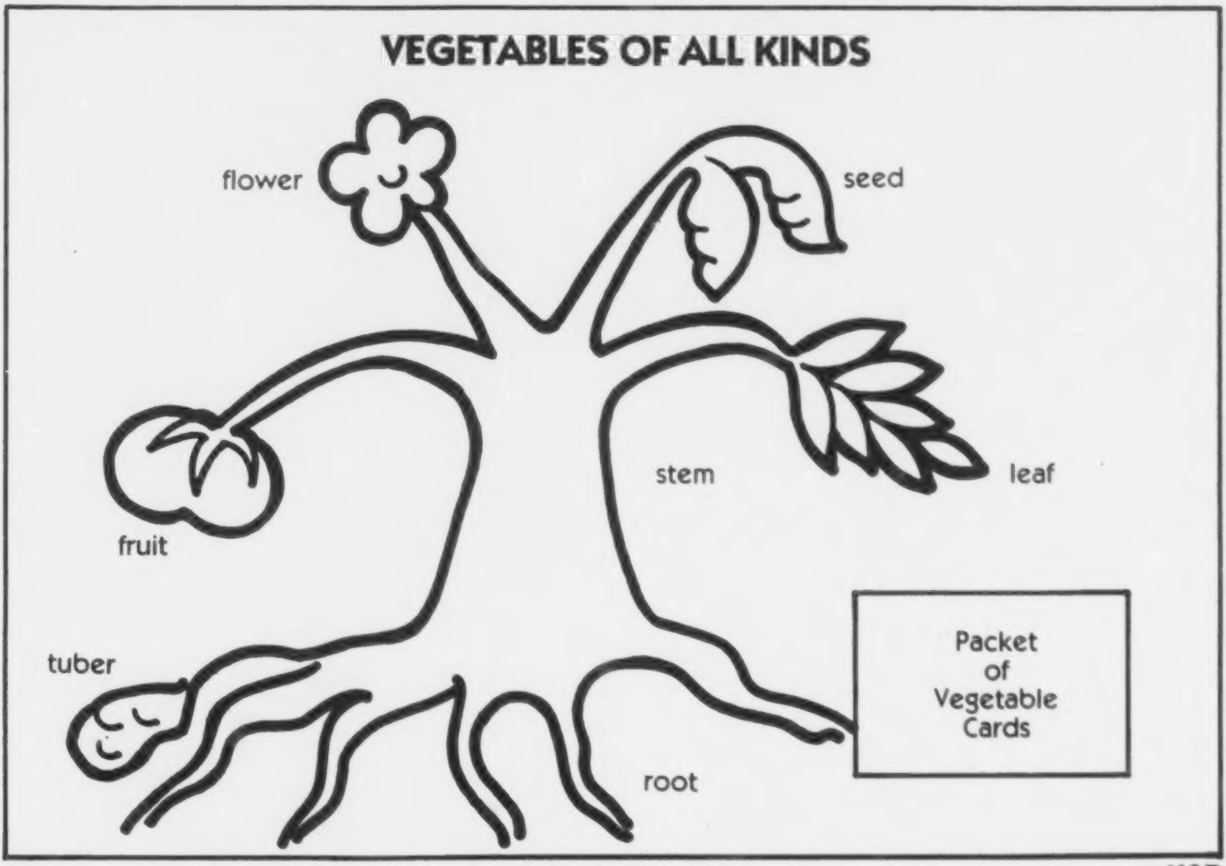
INSTRUCTIONS: Place vegetable cards on correct plant part ledges. If you are uncertain, check reverse side of card. Repeat exercise until you can correctly identify what part of the plant each common vegetable is.

DISPLAY: Tagboard background with drawing of a large, composite "vegetable" that includes roots, tubers, flowers, stems, leaves, seeds, and fruits. Drawing has raised "ledges" under labels of plant parts.

Instructions

Vegetable cards with correct plant part identified on back of each.

LAYOUT:


VEGETABLES OF ALL KINDS
flower
seed
leaf
stem
fruit
tuber
root
Packet of Vegetable Cards

LIST OF VEGETABLES and CORRESPONDING PLANT PARTS

INSTRUCTIONS:

Print the vegetable's name on one side of card. Add a small drawing or illustration of vegetable if possible. On reverse side, write plant part in small print.

Tomato	fruit
Pumpkin	fruit
Pepper	fruit
Cauliflower	flower
Lettuce	leaf
Peas	seed
Eggplant	fruit
Corn	seed
Cabbage	leaf
Broccoli	stem, leaf, flower
Celery	stem
Asparagus	stem
Potato	tuber
Onion	root
Carrot	root
Spinach	leaf
Green beans	fruit, seed
Turnip	root
Cucumber	fruit
Squash	fruit
Radish	root
Beet	root
Mushroom	stem

Learning Center 9

TITLE: Test Your Taster

TOPIC: Taste buds location on tongue

LEVEL: Early elementary

COMPETENCY: Student will recognize taste bud locations on the tongue.

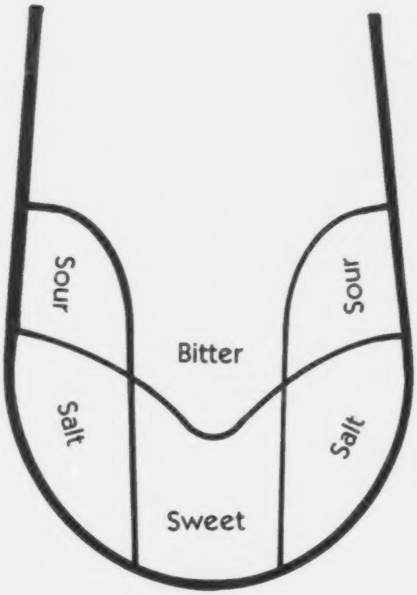
OBJECTIVE: The student will correctly determine which parts of the tongue "taste" certain flavors.

INSTRUCTIONS: Dip one toothpick tip in 1st solution. Touch to different parts of tongue until you "taste" the solution. Does it agree with diagram? Using a clean toothpick each time, continue test-tasting solutions until you have done all four. Check answers to see if the flavor solutions were "tasted" by the taste buds indicated on the diagram.

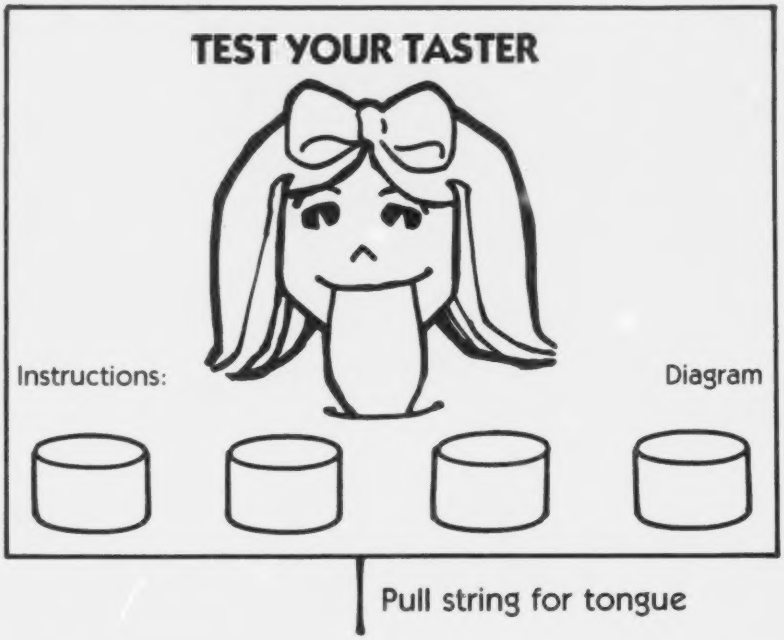
DISPLAY: Large tagboard mounted on wall behind display table which includes:
- Drawing of face with pull-out tongue
- Instructions
- Diagram of tongue detail

On table in front of tagboard are beakers or cups with solutions that are sweet, bitter, sour, and salty and a box of toothpicks.

Diagram of tongue detail



LAYOUT:



Learning Center 10

TITLE: Food Fads and Diets

TOPIC: Food fads

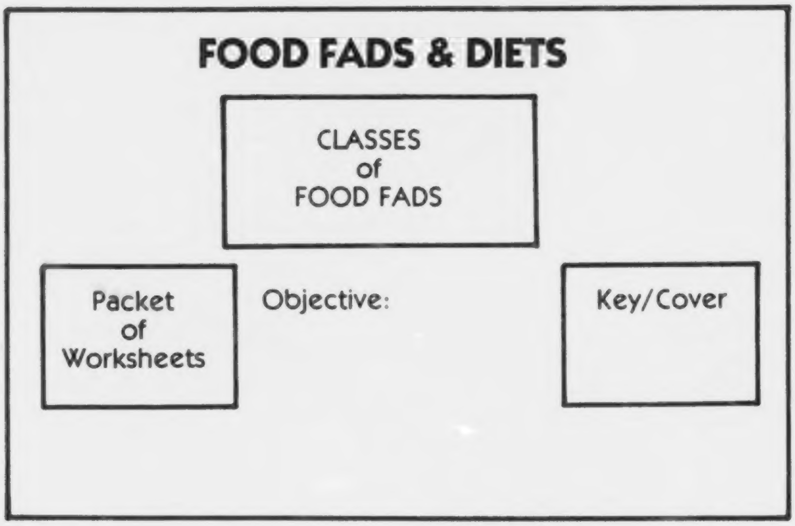
LEVEL: High School and adult

COMPETENCY: The student will classify food fads by type.

OBJECTIVE: The student will be able to identify selected food fads or fad diets as belonging to at least one of six classes of food fads.

DISPLAY: Large tagboard with:
  Pocket of self directing worksheets
  List of food fad classes
  Answer sheet with cover
  Objective

LAYOUT:


FOOD FADS & DIETS
CLASSES of FOOD FADS
Packet of Worksheets
Objective:
Key/Cover

CLASSES OF FOOD FADS
OR
FAD DIETS

1. Claims are made that the food or food plan has exceptional properties.
2. Vitamin, mineral or protein supplements are said to be essential to health.
3. Claims are made that food must be grown or processed in certain ways to be healthful.
4. Specific foods or nutrients are said to be preventive or curative.
5. Specific food plans are said to have extraordinary powers (such as the ability to result in quick weight loss, inner peace, world order).
6. A well-known personality with no nutrition credentials endorses a product or food plan.

FOOD FADS WORKSHEET

INSTRUCTIONS: Identify the following food fads or fad diet plans as either type 1, 2, 3, 4, 5, or 6. More than one characteristic may apply. For example:

1,5 Ginseng tea results in a long life.

______ Wheat germ is the perfect food.

______ Vegetables must be processed in a juice extractor to get the full benefit.

______ Liquid protein diets can result in weight loss of 10 pounds a week.

______ 2000 mg of vitamin C a day will prevent or cure colds, flu and cancer.

______ Athletes should take protein supplement tablets.

______ Commercially processed vegetables will poison you.

______ Susan St. James says the Alfalfa Sprouts and Yogurt Diet is the best.

______ Rose hips vitamin C is better than vitamin C from other sources.

______ Fertile eggs are more nutritious than non-fertile eggs.

______ Organic honey is better than commercially produced honey.

______ The Zen Macrobiotic diet will lead to total peace.

FOOD FADS WORKSHEET
ANSWER SHEET

INSTRUCTIONS: Identify the following food fads or fad diet plans as either type 1, 2, 3, 4, 5, or 6. More than one characteristic may apply. For example:

1,5 Ginseng tea results in a long life.

1 Wheat germ is the perfect food.
3 Vegetables must be processed in a juice extractor to get the full benefit.
5 Liquid protein diets can result in weight loss of 10 pounds a week.
4 2000 mg of vitamin C a day will prevent or cure colds, flu and cancer.
2 Athletes should take protein supplement tablets.
3 Commercially processed vegetables will poison you.
6 Susan St. James says the Alfalfa Sprouts and Yogurt Diet is the best.
1 Rose hips vitamin C is better than vitamin C from other sources.
1,3 Fertile eggs are more nutritious than non-fertile eggs.
1,3 Organic honey is better than commercially produced honey.
5 The Zen Macrobiotic diet will lead to total peace.

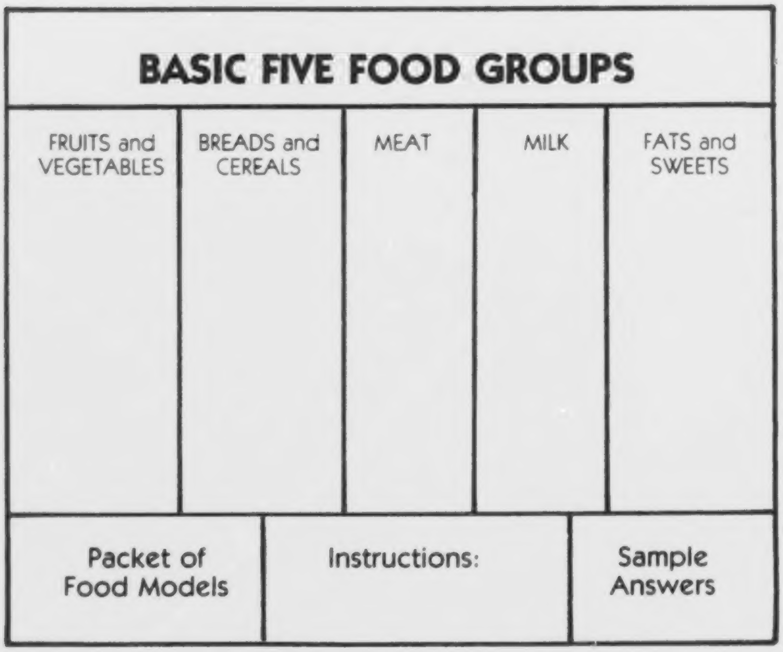
Learning Center 11

TITLE:	Basic Five Food Groups
TOPIC:	Classifying foods by food groups
LEVEL:	Lower elementary
COMPETENCY:	Student will classify foods by food group.
OBJECTIVE:	The student will classify a group of felt-backed food models or pictures by food group.
INSTRUCTIONS:	Place each food model (picture) in the correct food group.
DISPLAY:	Tagboard with five felt-covered sections (in different colors) headed as:

Fruits and Vegetables	Breads and Cereals	Meat	Milk	Fats and Sweets
(green felt)	(yellow felt)	(red felt)	(blue felt)	(purple felt)

Board includes:

- Packet of at least twenty different food models or pictures
- Instructions
- Sample answers


BASIC FIVE FOOD GROUPS
FRUITS and VEGETABLES
BREADS and CEREALS
MEAT
MILK
FATS and SWEETS
Packet of Food Models
Instructions:
Sample Answers

Learning Center 12

TITLE: Protein: The Master Builder

TOPIC: Good sources of protein

LEVEL: 5th and 6th grades

COMPETENCY: The student will recognize the protein contribution of each of the Five Food Groups.

OBJECTIVE: The student will be able to select foods which are good protein sources from many dietary sources.

DISPLAY: Tagboard including:
- Packet of blank worksheets
- Chart of protein values
- Objective
- Answer sheet with cover

LAYOUT:

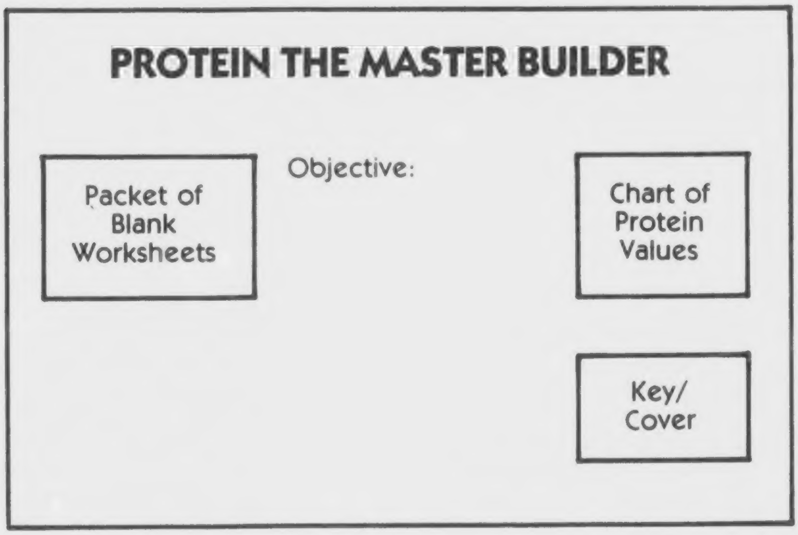

PROTEIN THE MASTER BUILDER
Packet of Blank Worksheets
Objective:
Chart of Protein Values
Key/ Cover

CHART OF PROTEIN VALUES OF VARIOUS FOODS

Food	Amount	Protein Content (in grams)
Banana	1 small	1.0
Baked beans (tomato sauce)	½ cup	8.0
Bread, whole wheat	1 slice	3.0
Carrots	½ cup	0.5
Cheese, Cheddar	1 ounce	7.0
Chicken, fried	½ breast	26.0
Corn flakes	1 cup	2.0
Caramels, plain or chocolate	1 ounce	1.0
Egg	1 large	6.0
Pancake	4-inch	2.0
Ice cream	1 cup	5.0
Broccoli, chopped	½ cup	2.5
Macaroni, hot	1 cup	5.0
Milk, whole	1 cup	8.0
Orange	1 medium	1.0
Peanut butter	2 tablespoons	8.0
Potato chips	10 chips	1.0
Rice	1 cup	4.0
Tomato	½ cup	1.0
Tuna	3 ounces, drained	24.0
Yogurt, plain (made with lowfat milk)	1 cup	12.0
Soft drink	12 fluid ounces	0.0

PROTEIN: THE MASTER BUILDER WORKSHEET

INSTRUCTIONS:

1. Check the reasons why protein must be eaten.
    - ____ Builds new cells and provides for growth
    - ____ Repairs injured cells
    - ____ Keeps all body functions working
    - ____ Supplies energy
2. Using the reverse side of this worksheet, sort the foods listed on the protein values chart into the Five Food Groups. Write the food and the amount of protein it supplies under its food group heading.
3. Which food group supplies the most protein?
    Breads and Cereals group
    Fruits and Vegetables group
    Milk group
    Meat group
    Fats and Sweets group
4. Which food group supplies the least protein?
    Breads and Cereals group
    Fruits and Vegetables group
    Milk group
    Meat group
    Fats and Sweets group

ANSWER SHEET

FRUITS and VEGETABLES GROUP

BREADS and CEREALS GROUP

MEAT GROUP

MILK GROUP

FATS and SWEETS GROUP

PROTEIN: THE MASTER BUILDER
WORKSHEET ANSWER SHEET

INSTRUCTIONS:

1. Check the reasons why protein must be eaten.
   - ✓ Builds new cells and provides for growth
   - ✓ Repairs injured cells
   - ✓ Keeps all body functions working
   - ✓ Supplies energy
2. Using the reverse side of this worksheet, sort the foods listed on the protein values chart into the Five Food Groups. Write the food and the amount of protein it supplies under its food group heading.
3. Which food group supplies the most protein?
   Breads and Cereals group
   Fruits and Vegetables group
   Milk group
   [✓ Meat group]
   Fats and Sweets group
4. Which food group supplies the least protein?
   Breads and Cereals group
   Fruits and Vegetables group
   Milk group
   Meat group
   [✓ Fats and Sweets group]

ANSWER SHEET

FRUITS and VEGETABLES GROUP

Banana	1.0
Carrots	0.5
Broccoli, chopped	2.5
Orange	1.0
Tomato	1.0

BREADS and CEREALS GROUP

Bread, whole wheat	3.0
Corn flakes	2.0
Pancake	2.0
Macaroni, hot	5.0
Rice	4.0

MEAT GROUP

Baked Beans	8.0
Chicken, fried	26.0
Egg	6.0
Peanut butter	8.0
Tuna	24.0

MILK GROUP

Cheese, Cheddar	7.0
Ice cream	5.0
Milk, whole	8.0
Yogurt	12.0

FATS and SWEETS GROUP

Caramels	1.0	
Potato Chips	1.0	(65% fat)
Soft drink	0.0	

Learning Center 13

TITLE: Grouping Foods by Classes

TOPIC: Classes of foods

LEVEL: Early elementary

COMPETENCY: The student will be able to group foods into twelve classes.

OBJECTIVE: The student will be able to place a food with foods of the same class and name that class.

INSTRUCTIONS: Using the food models provided, place each food item in the appropriate class. (Teacher should provide at least three pictures for each class. Do not include mixed foods which would fit into more than one class.)

DISPLAY: Envelope containing food models and instructions. Large table covered with brown wrapping paper. Divide paper into twelve sections and label each section with one of the following classes of foods: milk, meat, dried peas and beans, nuts, eggs, vegetables, fruits, cereals, pastas, breads, fats, and sweets.

LAYOUT:

CLASSES OF FOODS			
MILK	NUTS	FRUITS	MEAT
VEGETABLES	EGGS	BREADS	DRIED BEANS and PEAS
FATS	SWEETS	CEREALS	PASTAS

ANSWER KEY FOR FOOD CLASSES

MILK

Cheese
Chocolate Milk
Cocoa
Cottage Cheese
Custard
Ice Cream
Milk
Milkshake
Pudding
Yogurt

MEAT

Bacon
Bologna
Chicken
Fish
Ground Beef
Ham
Hot Dogs
Meat Loaf
Pork Chop
Roast Beef
Sausage
Steak
Tuna
Turkey

DRIED BEANS & PEAS

Baked Beans
Black Eyed Peas
Pinto Beans
Refried Beans
Split Pea Soup

FATS

Butter
Salad Dressings
Oils

NUTS

Peanut Butter
Peanuts
Pecans
Walnuts
Almonds

EGGS

Fried
Hard Cooked
Scrambled
Whole

VEGETABLES

Asparagus
Broccoli
Cabbage
Carrots
Carrot Salad
Celery Sticks
Corn
Corn On The Cob
Green Beans
Green Pepper
Lettuce
Peas
Potato
French Fries
Potatoes (mashed)
Salad
Spinach
Sweet Potato
Tomato
Tomato Juice
Zucchini

SWEETS

Candy Bar
Soft Drink
Jelly
Jam
Sugar

FRUITS

Apple
Applesauce
Banana
Cantaloupe
Grapefruit
Grapes
Mixed Fruit
Orange
Orange Juice
Peach
Peaches (sliced)
Pear
Pineapple
Strawberries
Watermelon

BREADS

Biscuit
Bread (white)
Bread (whole wheat)
Corn Bread
Corn Tortilla
Graham Crackers
Hamburger Bun
Hot Dog Bun
Pancakes
Soda Crackers
Toast

CEREALS

Cereal (flakes)
Oatmeal
Rice

PASTAS

Macaroni
Noodles
Spaghetti

Learning Center 14

TITLE: Foods in Their Different Forms.

TOPIC: Recognizing foods in their different forms

LEVEL: Early elementary

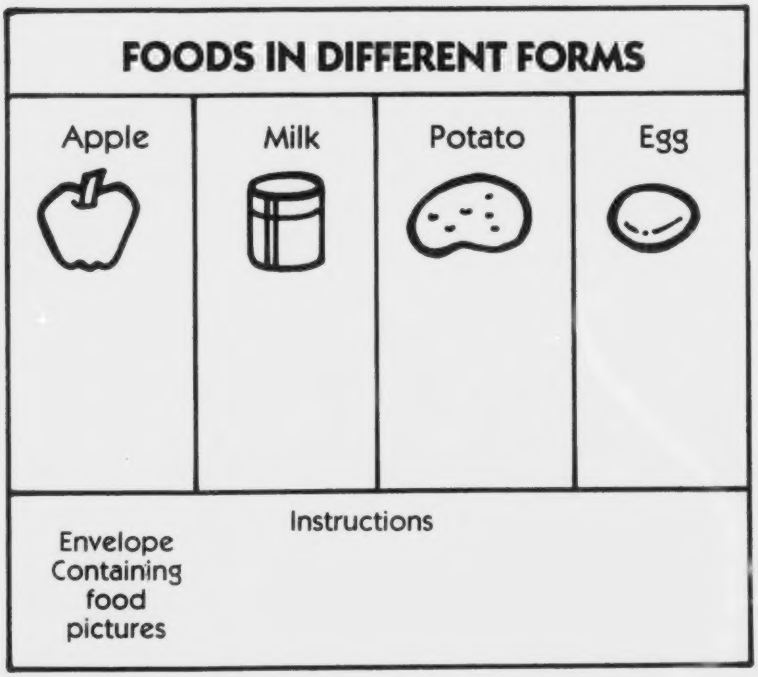
COMPETENCY: The student will recognize the origin of a food even though the form has changed.

OBJECTIVE: The student will match various prepared forms of a food to the original food.

INSTRUCTIONS: Place the various prepared foods in the column which represents the food from which it was made.

DISPLAY: Tagboard mounted on wall behind work table divided into four vertical sections. At the top of each section should appear the picture of a food in its original form.
Envelope containing various forms of the foods represented.
Instructions

LAYOUT:


FOODS IN DIFFERENT FORMS
Apple
Milk
Potato
Egg
Instructions
Envelope Containing food pictures

FOODS IN DIFFERENT FORMS
Answer Sheet

APPLE	MILK	POTATO	EGG
Applesauce	Cheese	Boiled potato	Fried egg
Apple pie	Cottage cheese	Baked potato	Hard cooked egg
Apple Juice	Cocoa	French fries	Scrambled egg
	Ice Cream	Mashed potato	

Learning Center 15

TITLE: Favorite Foods

TOPIC: Selecting a favorite food from each of the Five Food Groups

LEVEL: Early elementary

COMPETENCY: Students will learn that foods are classified into Five Food Groups.

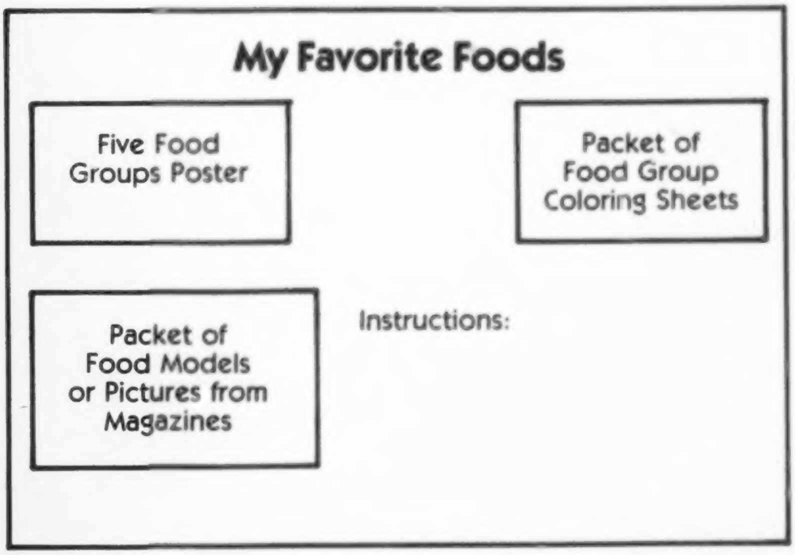
OBJECTIVE: The student will be able to identify the Five Food Groups and select their favorite food from each group.

INSTRUCTIONS: Color the foods on the activity sheets for the Five Food Groups. After completing each group, find a picture of or draw your favorite food at the bottom of the page.

DISPLAY: Tagboard mounted on wall behind work table. Display includes:

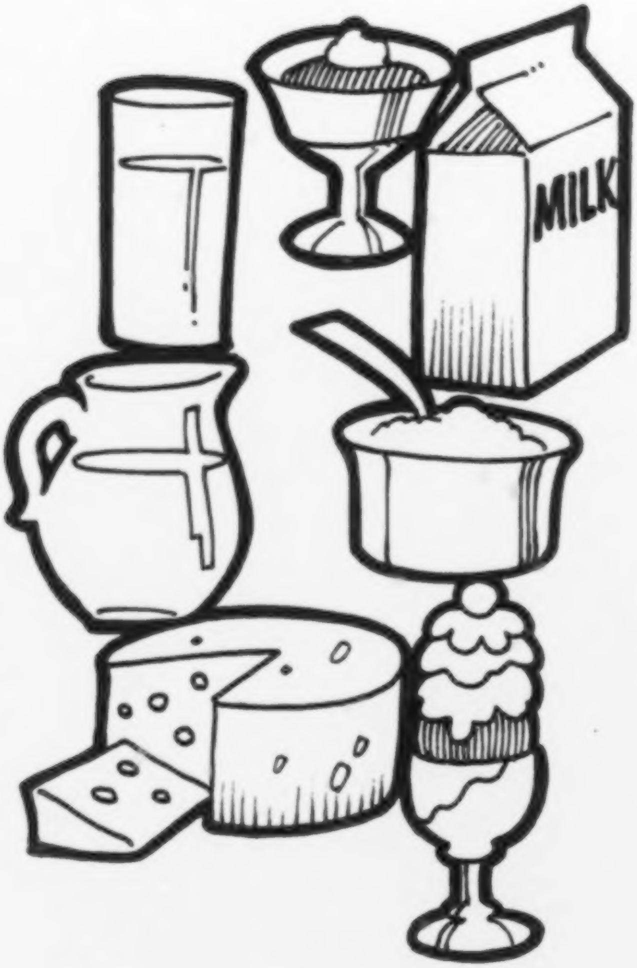
- Five Food Groups poster
- Packet of food group coloring sheets
- Packet of food models or pictures from magazines
- Crayolas or coloring pencils
- Glue

LAYOUT:


My Favorite Foods
Five Food Groups Poster
Packet of Food Group Coloring Sheets
Packet of Food Models or Pictures from Magazines
Instructions:

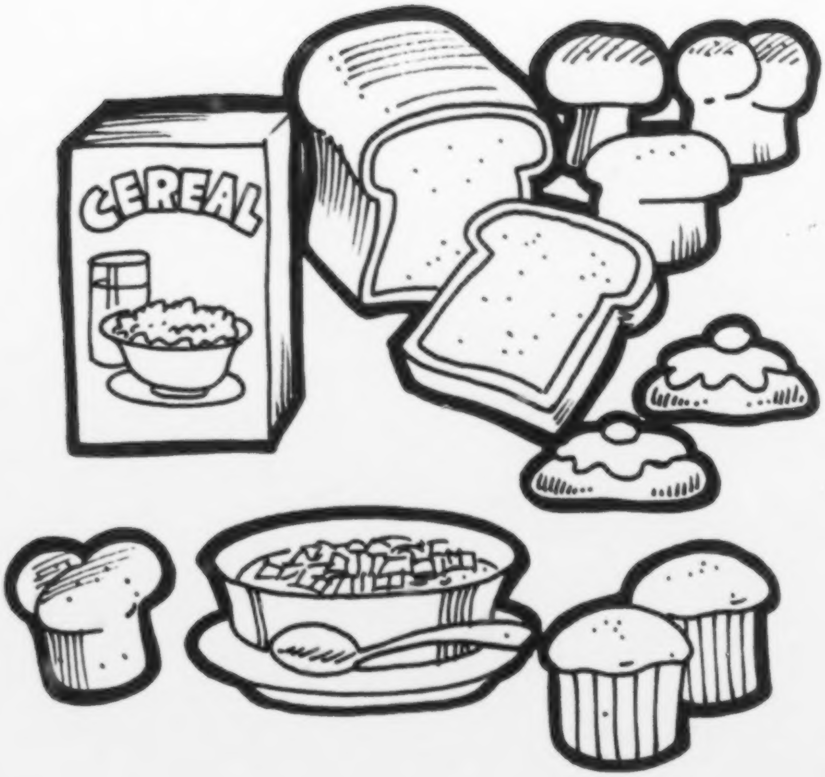
THE

MILK GROUP



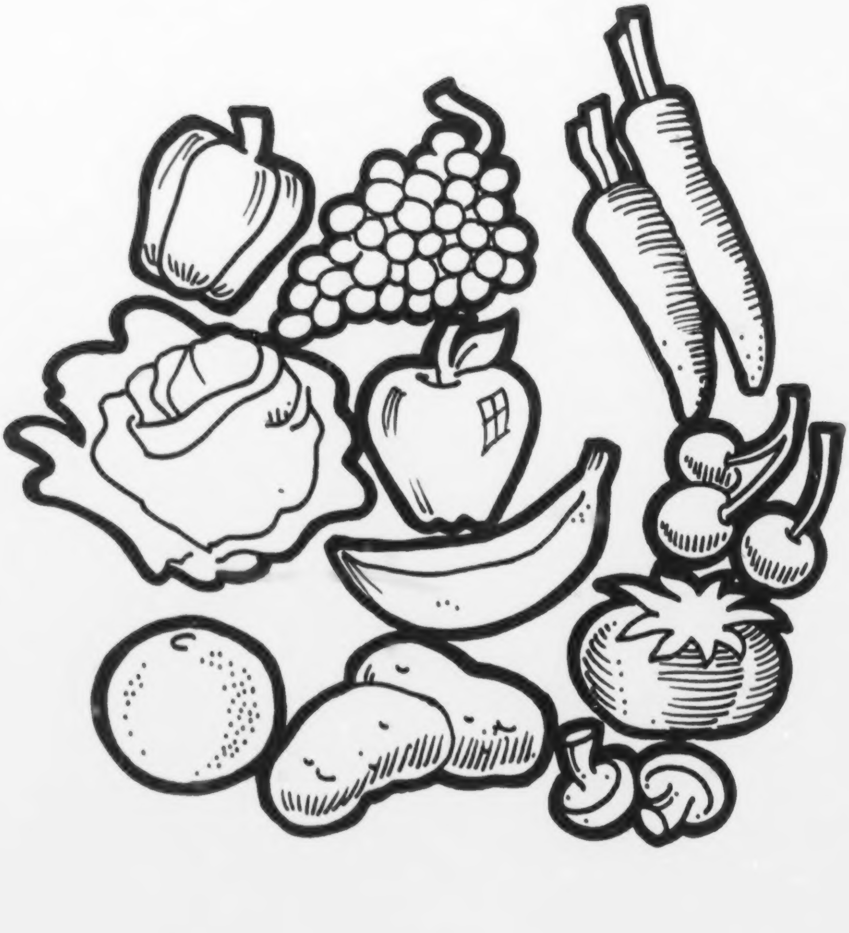
My Favorite Milk Group Food:

THE BREADS AND CEREALS GROUP



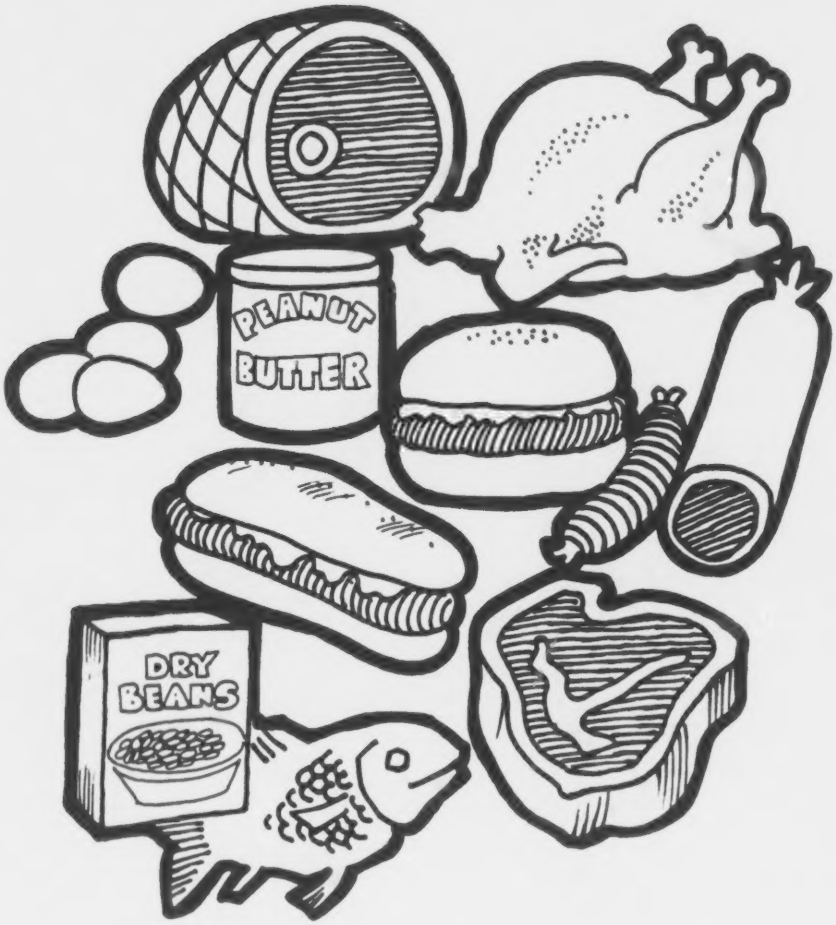
My Favorite Breads and Cereals Group Food:

THE FRUITS AND VEGETABLES GROUP



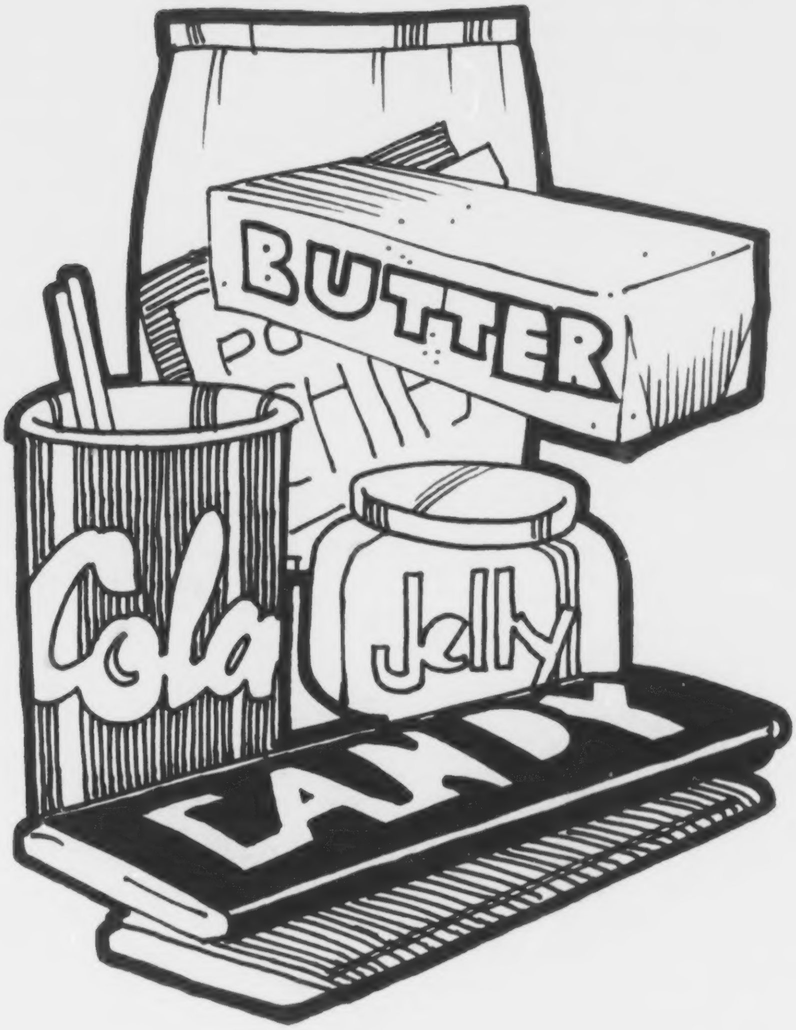
My Favorite Fruits and Vegetables Group Food:

THE MEAT GROUP


PEANUT
BUTTER
DRY
BEANS

My Favorite Meat Group Food:

THE FATS AND SWEETS GROUP

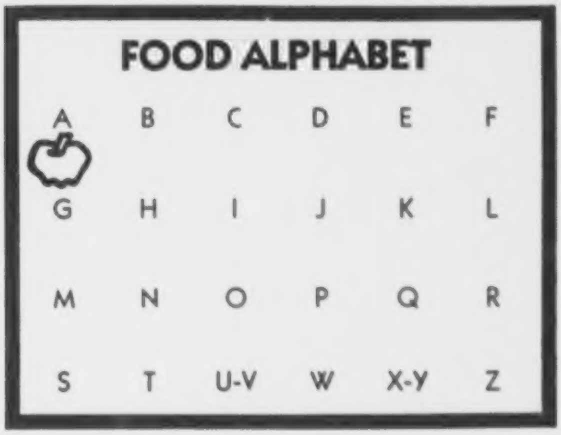

BUTTER
PO
CHI
Cola
Jelly
CANDY

My Favorite Fats and Sweets Group Food:

Learning Center 16

TITLE:	Food Alphabet
TOPIC:	Combining food identification with learning the alphabet
LEVEL:	Early elementary
COMPETENCY:	The student will match foods to the first letter of the food.
OBJECTIVE:	The student will be able to match foods to the first letter of its name.
INSTRUCTIONS:	Using the food pictures provided, match each food to its beginning letter. Example: A - apple.
DISPLAY:	Tagboard mounted on a table with the letters of the alphabet permanently attached. (Space letters far enough apart so a food can be placed beneath each letter.) Packet of food models or pictures — one for each letter. Instructions

LAYOUT:



FOOD ALPHABET EXAMPLES

A	apple, almond, anchovy, avocado, apricot, applesauce, asparagus, artichoke
B	bread, beans, brussel sprouts, broccoli, bran, bell pepper, beet, banana, blueberries, blackberries, biscuit, buttermilk, bologna
C	cabbage, celery, cauliflower, cereal, cheese, clams, corn, cantaloupe, crab, chicken, coconut, chard, carrot, cucumber, cherries, coleslaw
D	dairy products, dates, duck
E	egg, eggplant, eggnog, endive
F	fish, fruit, figs, frankfurter, flour, fowl, flounder
G	grapes, grapefruit, green beans, green pepper, greens, grits, gingerbread, gelatin, garlic, granola
H	ham, hamburger, hot dog, honeydew melon, honey, halibut, hash, hominy
I	ice cream, ice milk
J	juice
K	kumquat, kiwi, kale, kelp
L	lemon, lime, lettuce, lamb, liver, lobster
M	milk, meat, mushroom, mango, muffin, macaroni
N	nuts, noodles
O	orange, onion, olive, oatmeal, omelet
P	pineapple, pumpkin, peas, pepper, peanut, pecan, papaya, potato, pancake, pickle, pork, persimmon, pomegranate, prune, pimento
Q	quail, quince, quiche
R	raisins, rhubarb, rutabaga, rice, red peppers, radish, rasberries
S	sweet potato, squash, sardines, salad, spinach, steak, shrimp, scallion, strawberries, sausage, salmon, spaghetti, soybeans
T	tomato, tuna, tangerine, turnip, turkey, tortillas, taco, toast
U	
V	vegetables, veal, venison
W	watermelon, walnut, water, waffle
X	
Y	yogurt, yams
Z	zwieback, zucchini

Learning Center 17

TITLE: Eating Out

TOPIC: Breakfast

LEVEL: Elementary

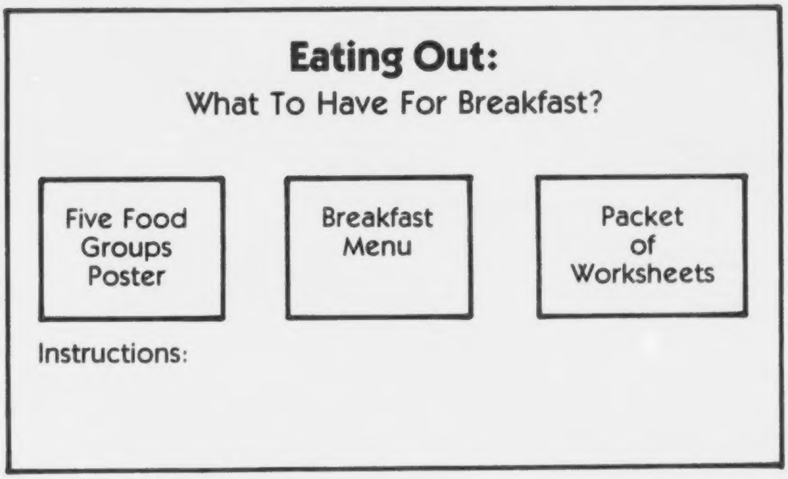
COMPETENCY: The student will choose a balanced breakfast.

OBJECTIVE: The student will be able to choose a balanced breakfast from a restaurant menu.

INSTRUCTIONS: Review the Five Food Groups poster displayed. Using one of the worksheets located in the packet, select your favorite breakfast from the menu, choosing at least one food from each of the Five Food Groups.

DISPLAY: Large tagboard with:
- Packet of "My Favorite Breakfast" worksheets
- Five Food Groups poster
- Breakfast menu
- Instructions

LAYOUT:


Eating Out:
What To Have For Breakfast?
Five Food Groups Poster
Breakfast Menu
Packet of Worksheets
Instructions:

Good Morning!
BREAKFAST ANYTIME

PANCAKE TURNOVERS

Apple (1)	.60
Apple (2)	.95
Blueberry (1)	.60
Blueberry (2)	.95

PANCAKE SANDWICH

Two Strips of Bacon
One Fried Egg
Two Pancakes
Whipped Butter
$1.20

THREE BUTTERMILK or BUCKWHEAT PANCAKES

Whipped Butter
Syrup or Jelly
.65

Short Stack
.55

Golden Crisp WAFFLE

Whipped Butter
.65

STRAWBERRY WAFFLE

Whipped Cream
Sliced Strawberries
$1.45

CHILD'S SPECIAL

ONE PANCAKE
ONE EGG
.60

THE SPORTSMAN

HAM, BACON OR SAUSAGE,
2 RANCH FRESH EGGS —
PANCAKES, WHIPPED BUTTER
Syrup or Jelly
$1.60

CEREALS, HOT OR COLD	.45
ENGLISH MUFFIN	.25
TOAST AND JELLY	.25
DANISH PASTRY	.35
CHOICE OF FRUIT	.45
JUICES	.20-.40
TEA OR COFFEE	.20
SANKA	.20
HOT CHOCOLATE	.25
WITH WHIPPED CREAM	.35
MILK	.20

RIB EYE STEAK, 4 oz., 2 Eggs, Potatoes, Toast	2.10

Side Orders

HASH BROWN POTATOES	.45
SAUSAGE	.65
HAM	.75
BACON	.65
TWO EGGS	.50
ONE EGG	.30
BURGER PATTY	.50

TRAVELER'S SPECIAL

Choice of Juice and Cereals, Toast and Jelly
.85

NO SUBSTITUTES PLEASE
ASK FOR A SOUVENIER MENU

BACON OR SAUSAGE TWO FRIED EGGS

Potatoes
Toast and Jelly
$1.35

WITH HAM
$1.45

CHOPPED HAM 3 SCRAMBLED EGGS

Potatoes
Toast and Jelly
$1.20

YOUR FAVORITE THREE EGG OMELETTE

Potatoes
Toast and Jelly
$1.45

FRENCH TOAST

Syrup or Jelly
Whipped Butter
$1.00
We Use Thick Sliced Egg Bread

TWO EGGS

Fried, Boiled or Poached
Toast and Jelly
Potatoes
$1.00

K 56

My Favorite Breakfast

Learning Center 18

TITLE: Lunch Sack Activity

TOPIC: Packing a balanced lunch

LEVEL: Elementary

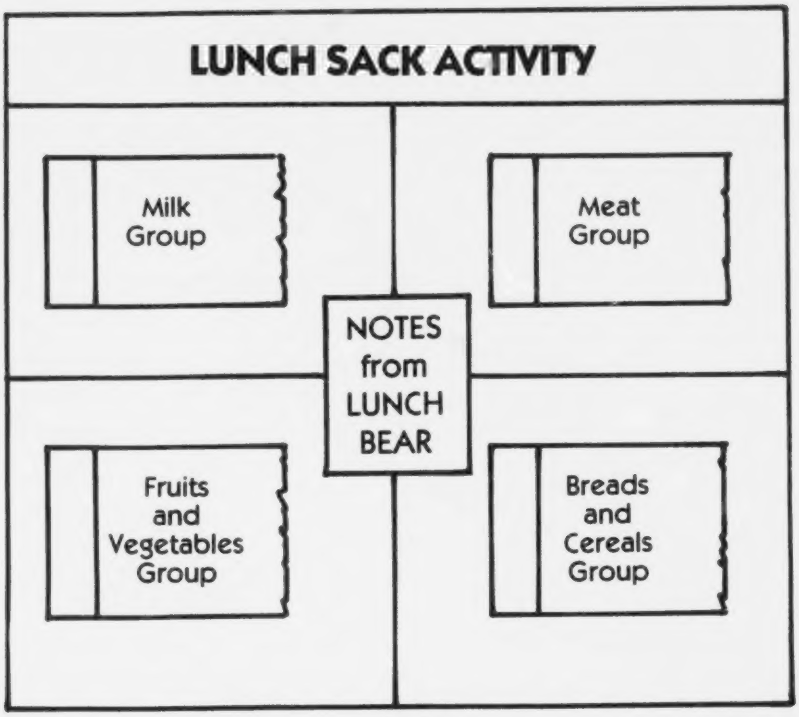
COMPETENCY: The student will classify foods appropriate for sack lunches into food groups and then select a balanced lunch.

OBJECTIVE: The student will be able to select a balanced sack lunch.

INSTRUCTIONS: Place each food in this packet under the correct food group heading. When you have finished classifying all the foods, select a favorite food from each group and pack a balanced sack lunch that you would enjoy eating.

DISPLAY: Tagboard divided into 4 sections. Lunch poem attached in center. Label each section with one of the food groups written on a small lunch sack.
Packet of foods appropriate for sack lunches and instructions.
Lunch sacks for students to pack their lunches

LAYOUT:


LUNCH SACK ACTIVITY
Milk Group
Meat Group
NOTES from LUNCH BEAR
Fruits and Vegetables Group
Breads and Cereals Group

Notes
from the lunch bear

THE FOODS WE PACK FOR
LUNCH EACH DAY,
DECIDE THE WAY WE FEEL.
IT TAKES ONE FOOD FROM
EACH OF THESE FOOD GROUPS
TO MAKE A BALANCED MEAL.

— Gail Montgomery

LUNCH SACK ACTIVITY
POSSIBLE FOOD SELECTIONS

Milk Group

CHEESE
PUDDING
YOGURT
MILK CARTON

Meat Group

BOLOGNA
PEANUT BUTTER
SALTED PEANUTS
FRIED CHICKEN
HARD COOKED EGG
TUNA

Notes from lunch bear

Vegetables and Fruits Group

APPLE
DRIED APRICOTS
BANANA
CARROT STICKS
CELERY STICKS
GRAPES
RAISINS
PEAR
ORANGE
TOMATO

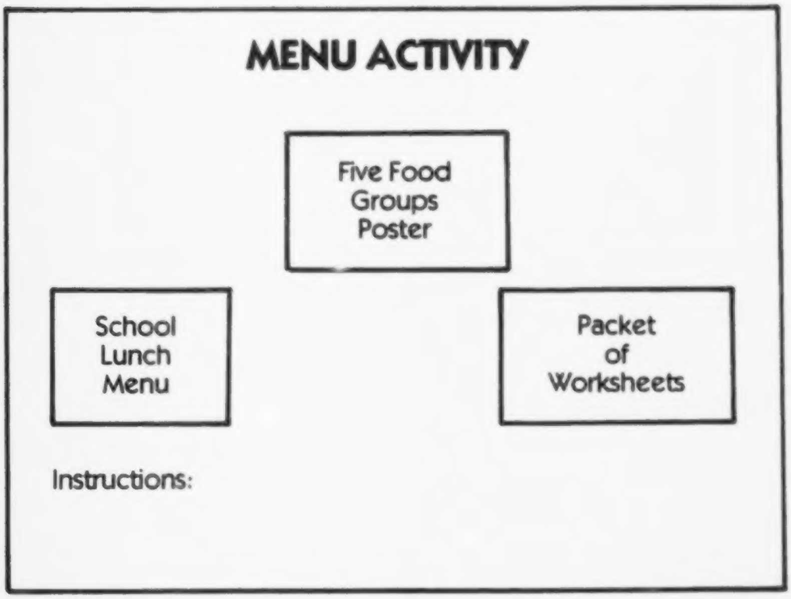
Breads and Cereals Group

GRAHAM CRACKERS
SALTINE CRACKERS
HARD ROLL
BISCUIT
SLICE OF BREAD

Learning Center 19

TITLE:	Menu Activity
TOPIC:	Classifying foods from menus
LEVEL:	Elementary
COMPETENCY:	Classifying foods from school menu into Five Food Groups
OBJECTIVE:	The student will successfully classify foods from the school menu into the Five Food Groups.
INSTRUCTIONS:	Using the Five Food Groups poster as a guide, take a worksheet and classify the foods to be served this week in the school cafeteria into the proper food groups. Some foods like sandwiches, pizza, etc. will need to be put into more than one group.
DISPLAY:	Tagboard including: Five Food Groups poster This week's school lunch menu Packet of worksheets Instructions

LAYOUT:


MENU ACTIVITY
Five Food Groups Poster
School Lunch Menu
Packet of Worksheets
Instructions:

FRUITS and VEGETABLES GROUP

MILK GROUP

FATS and SWEETS GROUP

MEAT GROUP

BREADS and CEREALS GROUP

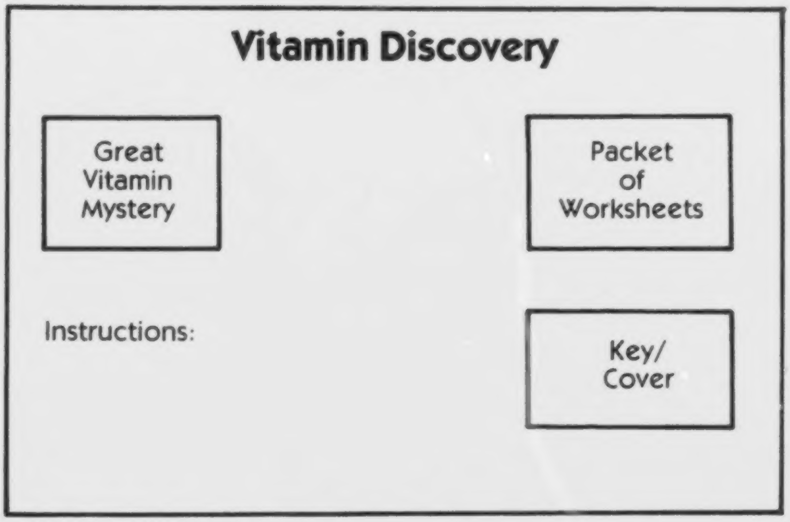
K64

Learning Center 20

TITLE:	Vitamin Discovery
TOPIC:	Discovery of vitamin C
LEVEL:	Upper elementary
COMPETENCY:	The student will become familiar with vitamin C, its functions, sources, and origin.
OBJECTIVE:	The student will be able to describe the discovery of vitamin C and its functions and sources.
INSTRUCTIONS:	Read "The Case of the Pine Needle Soup," page 18 in "The Great Vitamin Mystery." After you have finished reading, answer the questions on the worksheet. Check your work with the key.
DISPLAY:	Tagboard with: "The Great Vitamin Mystery" booklet (See Resource Section — Supplemental Resources) Self-directed worksheets Instructions Answer sheet and cover

NOTE: Similar worksheets could be designed for each story in this booklet.

LAYOUT:


Vitamin Discovery
Great Vitamin Mystery
Packet of Worksheets
Instructions:
Key/ Cover

VITAMIN DISCOVERY WORKSHEET

1. The Case of the Pine Needle Soup was about which vitamin? ____________
2. What were the circumstances surrounding its discovery?

3. A deficiency of this vitamin results in what disease? ____________
4. What are the symptoms of the disease?

5. What foods prevent the disease?

6. Which of the foods you listed in question No. 5 are your favorites?

7. Who is first credited with the discovery of this vitamin? ____________________
8. Another name for this vitamin is________________acid.

VITAMIN DISCOVERY

ANSWER SHEET

1. The Case of the Pine Needle Soup was about which vitamin? Vitamin C
2. What were the circumstances surrounding its discovery?

   Though found on land, it was more common for sailors to develop symptoms while at sea — common whenever there was lack of fresh fruits and vegetables.

3. A deficiency of this vitamin results in what disease? Scurvy
4. What are the symptoms of the disease?

   Weakness, sunken eyes, bleeding gums, skin sores, loose teeth, easily broken bones, small blood vessels burst under skin, eventual death.

5. What foods prevent the disease?

   Oranges, lemons, limes, citrus fruits, cabbage, turnip, grapefruit, tomatoes, cantaloupe, strawberries, potatoes, broccoli, green peppers, acerola fruit.

6. Which of the foods you listed in question No. 5 are your favorites?

7. Who is first credited with the discovery of this vitamin? Lind
8. Another name for this vitamin is ascorbic acid.

Learning Center 21

TITLE: Food and You

TOPIC: Major classes of nutrients

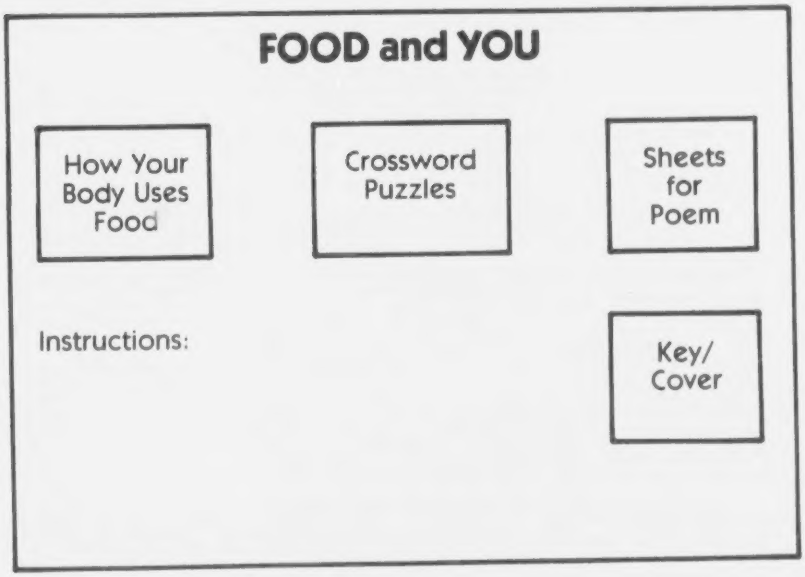
LEVEL: Upper elementary

OBJECTIVE: The student will understand the basic functions of the major classes of nutrients.

INSTRUCTIONS: Read chapter 2, "How Food Becomes You" in "How Your Body Uses Food."
After you have finished reading, complete the crossword puzzle.
When you finish the puzzle, write a short poem about "How Food Becomes You."

DISPLAY: Tagboard with:
- "How Your Body Uses Food" booklet (See Resource Section — Supplemental Resources)
- Packet of crossword puzzles
- Answer sheet and cover
- Sheets of paper for students to write a poem about "How Food Becomes You."
- Instructions

LAYOUT:


FOOD and YOU
How Your Body Uses Food
Crossword Puzzles
Sheets for Poem
Instructions:
Key/ Cover

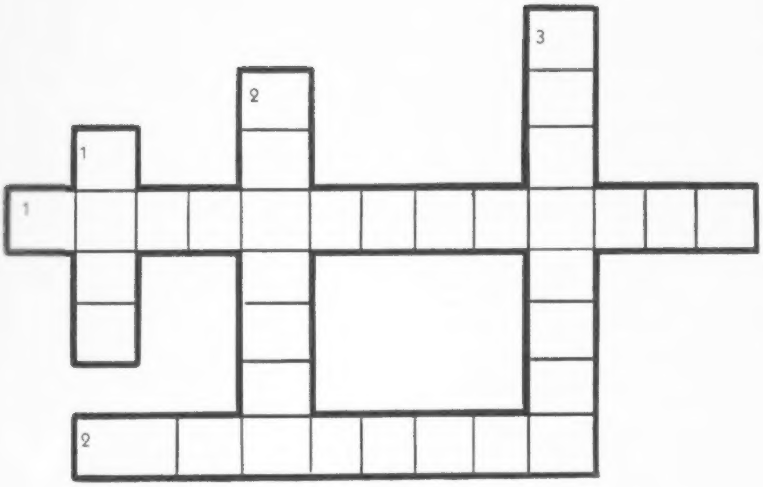
Food and You

Someone Told Me I Am What I Eat

I am what I eat!
Now isn't that neat?
But how can it be
That meat is me
Are beans my legs
My kneecaps, eggs?
Is my plasma made of milk
My skin from something soft as silk?
Potatoes cannot make an ear
Or any part of me I fear.
Can someone solve this mystery
Of how my food turns into me?

Illinois Teacher, September-October 1970

Write your poem about "How Food Becomes You."



THE NUTRIENTS

ACROSS

1. Sugars and starches are rich sources of this nutrient (made up of carbon, hydrogen, and oxygen).
2. Although needed in very small amounts, these are essential for the well being of of the body and for the building and repairing of body tissues.

DOWN

1. Pound for pound - this nutrient provides more calories than any other (made up of carbon, hydrogen, and oxygen).
2. This nutrient contains nitrogen as well as carbon, hydrogen, and oxygen. The highest quality is obtained from animal sources, but some plants are a good source.
3. This group of nutrients is frequently called "the body regulators" and is essential to the well being of the body.

THE NUTRIENTS
ANSWER SHEET

									V			
				P					I			
	F			R					T			
C	A	R	B	O	H	Y	D	R	A	T	E	S
	T			T					M			
	S			E					I			
				I					n			
		M	I	N	E	R	A	L	S			

Learning Center 22

TITLE: Nutrient Blackout

TOPIC: Classifying foods by leader nutrients

LEVEL: Upper elementary

COMPETENCY: The student will classify foods according to nutrient content.

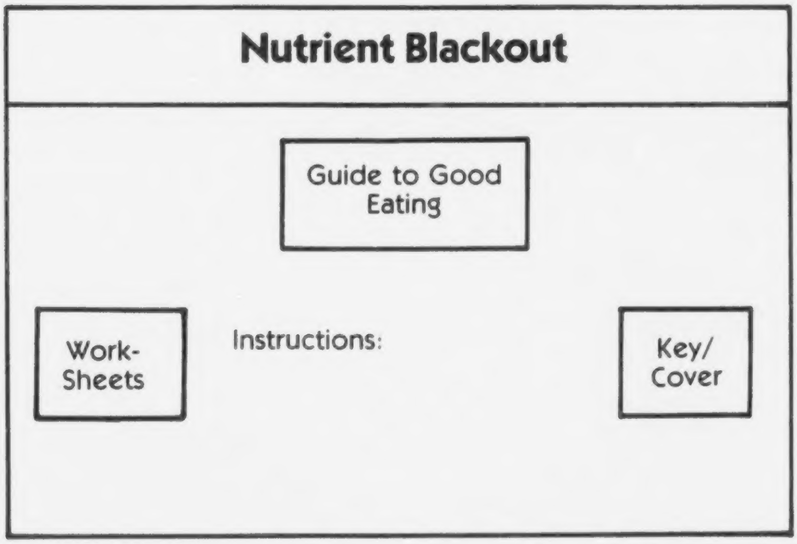
OBJECTIVE: The student will understand that the Five Food Groups are based on the nutrient content of the foods and will be able to classify foods according to their nutrient content.

INSTRUCTIONS: Using the "Guide to Good Eating" as a reference, complete the "Nutrient Blackout" worksheet.

DISPLAY: Tagboard with:

- "Guide to Good Eating" (see Resource Section — Supplemental Resources)
- Self directed worksheets
- Answer sheet and cover
- Instructions

LAYOUT:


Nutrient Blackout
Guide to Good Eating
Work-Sheets
Instructions:
Key/ Cover

NUTRIENT BLACKOUT

Niacin, Thiamin Protein, Iron	Vitamin A Vitamin C	Calcium, Riboflavin, Protein	Carbohydrate, Thiamin, Niacin, Iron	Fats Carbohydrates
		X		

NUTRIENT BLACKOUT FOOD LIST:

Fill in the squares above by selecting foods from this list and placing them in the column of nutrients they supply. Example: strawberries would go in a square under Vitamin A and C.

- Butter
- Baked Beans
- Broccoli
- Chocolate Candy
- Yogurt
- Meat Loaf
- Cabbage
- Graham Crackers
- Carrots
- Eggs
- Potato Chips
- Rice
- Milk
- Tomato
- Whole Wheat Bread
- Spaghetti
- Cottage Cheese
- Split Pea Soup
- Doughnuts
- Custard
- Liver
- Orange
- Corn Flakes
- Popsicles

LEADER NUTRIENTS IN FOOD GROUPS:

Fill in the correct food group for the nutrients listed.

Niacin, Thiamin, Protein, Iron ____________________ Group

Vitamin A and Vitamin C ____________________ Group

Calcium, Riboflavin, Protein ____________________ Group

Carbohydrate, Thiamin, Niacin, Iron ____________________ Group

Fats, Carbohydrates ____________________ Group

NUTRIENT BLACKOUT ANSWER SHEET

Niacin, Thiamin Protein, Iron	Vitamin A Vitamin C	Calcium, Riboflavin, Protein	Carbohydrate, Thiamin, Niacin, Iron	Fats Carbohydrates
Baked Beans	Broccoli	Yogurt	Graham Crackers	Butter
Meat Loaf	Cabbage	Milk	Rice	Chocolate Candy
Eggs	Carrots	✕	Spaghetti	Potato Chips
Split Pea Soup	Tomato	Cottage Cheese	Corn Flakes	Doughnuts
Liver	Orange	Custard	Whole Wheat Bread	Popsicles

LEADER NUTRIENTS IN FOOD GROUPS:

Fill in the correct food group for the nutrients listed.

Niacin, Thiamin, Protein, Iron	**Meat** Group
Vitamin A and Vitamin C	**Fruits and Vegetables** Group
Calcium, Riboflavin, Protein	**Milk** Group
Carbohydrate, Thiamin, Niacin, Iron	**Breads and Cereals** Group
Fats, Carbohydrates	**Fats and Sweets** Group

NOTES

Section L

RESOURCES

Nutrition Education Audio Visuals .... L 1
Sources of Nutrition Education Materials .... L 11

BEST COPY AVAILABLE

State Department of Education

Media Resource Center

2500 N. Lincoln Blvd.
Oklahoma City, OK 73105-4599

ORDERING INFORMATION

General Information

All titles are color unless specified otherwise.

Grade levels are merely suggestions. You, as the instructor, should review the material and decide whether or not it is appropriate.

Ordering Procedures

This is a mail order service only.

Complete the order form included in this catalog. Be sure to fill in your account number if you have been assigned one. If you do not have an account number yet, indicate that on your order form.

The columns labeled "earliest date" and "latest date" refer to a span of time during which the requested title will be useful to you.

Mail the completed form to the Media Resource Center, 2500 N. Lincoln Blvd., Oklahoma City, OK 73105-4599.

Your order will be booked so that you will receive the requested title in time for use during the time span you indicated on the order form.

A confirmation form will be mailed to you indicating the date(s) on which you are scheduled to receive your order(s).

In the event a requested title is not available due to a prior booking it will be indicated on the confirmation form. Occasionally a borrower will not return a title on time, causing that title to be unavailable at shipping time for the next borrower. In that instance a confirmation form will be issued stating that the title was "not returned from the previous borrower."

Shipping

Titles are shipped from the Media Resource Center three working days prior to the date you are scheduled to receive them. You may keep the titles for the four working days following the SCHEDULED arrival date. The borrowed material is to be mailed back on the return date listed on the confirmation. Borrowers shall be responsible for the return postage. The titles will be considered overdue on the fourth working day after the scheduled return date. All filmstrips not in plastic cases must be wrapped for mailing.

Overdues

Please remember to return the borrowed material on time. Many of our titles are very tightly booked and a delay in their return can cause problems with many subsequent borrowers' schedules. **Excessive overdues can jeopardize your status as a borrower.**

IMPORTANT NEW INFORMATION

If you do not already have a Media Resource Center account number, you will be receiving one with your next media order. As always, your media requests will be filled free of charge with your only obligation being the return postage.

When you receive your Media Resource Center account number, use it every time you make a media order. Additionally, you will notice each media title has a title number. Use the title numbers along with the actual title when you make your media orders. This effort on your part will greatly enhance the management of the media library. You will find this reflected in improved service to you.

ORDER FORM

Oklahoma State Department of Education
Media Resource Center
2500 N. Lincoln Blvd.
Oklahoma city, OK 73105-4599

Name ______________________ Account Number ______________

School ______________________

Street Address ______________________

City ______________ State ________ Zip Code ________

Telephone ______________________

Please observe the following restrictions or vacation schedule: ______________

Title Number	Title	Earliest Date	Latest Date

Title Number	Title	Earliest Date	Latest Date

NUTRITION EDUCATION AUDIO VISUALS

Title Number	Title	Grade Level	16mm	Film Strip	Other
052000	Alexander's Breakfast Series	P		X	
052031	Anorexia Nervosa	J-A		X	
052032	Are You in Balance? (Parts 1 & 2)	H-A			ST
052033	Art of Getting Kids to Eat, The	A-Pro		X	
052120	Avoiding Burns in the Kitchen	A-Pro			ST
050171	Avoiding Cuts & Strains in the Kitchen	A-Pro			ST
050170	Avoiding Injuries from Kitchen Machines	A-Pro			ST
050049	Bake School	A-Pro	X		
052034	Better Idea, A	A-Pro			ST
050000	Big Dinner Table, The	P	X		
052035	Blue Jeans, French Fries and America	J-H		X	
052036	Blue Jeans, French Fries and America	J-H			ST
052037	Break the Fast	K-P		X	
052038	Bulimia	J-A		X	
050050	Calories, Calories	I-J	X		
050001	Calories: Enough Is Enough	J-A	X		
050100	Care and Cleaning of Kitchen Equipment	A-Pro	X		
050101	Careers in School Food Service	J-H		X	
052110	Cooking Vegetables	H-A-Pro			ST
050051	Classroom and Cafeteria	J-H	X		
050102	Cool Heads for Salads	H-A	X		
050103	Countdown	P-H	X		
050104	Dandelion—The Lion Who Lost His Roar	K-P			ST
052001	Dangerous Dieting: The Wrong Way to Lose Weight	J-H		X	
050197	Diet Unto Death: Anorexia Nervosa	H-A	X		
050002	Diets for All Reasons	J-A	X		
052039	Discovering New Protein Foods	A-H		X	
050105	Dishing It Out	A-Pro		X	
050106	Dishing It Out	A-Pro			ST
050003	Eat, Drink and Be Wary	J-A	X		
050004	Eat for Health	P	X		
050005	Eating on the Run Film, The	I-A	X		
050006	Eating Right With Harv & Marv	P	X		
050107	Fad Diets	J-A		X	
050108	Fast Food Phenomenon, The	H-A		X	

ST = Slide/Tape Materials

Title Number	Title	Grade Level	16mm	Film Strip	Other
050007	Feeding Skills: Your Baby's Early Years	H-A	X		
052002	Fit to Be You	J		X	
052003	Fitness for Living	H		X	
050109	Flim Flam Man	P-H	X		
052004	Food: A Supernatural Resource	J-H		X	
050008	Food and Growth	P-J	X		
050110	Food Around the World	P-J	X		
052005	Food Becomes You	J-H		X	
050111	Food Encounters	P			CS
050009	Food, Energy and You	P-J	X		
050014	Food for a Modern World	J-H	X		
050013	Food for Life	J-H	X		
050113	Food Purchasing I: General Principles	A-Pro	X		
050114	Food Purchasing II: Let the Buyer Beware	A-Pro	X		
050115	Food Sense: Dietary Fat & Heart Disease	H-A			¾" VT
050116	Food Sense: Nutrients & Nutrient Labeling	H-A			¾" VT
050117	Food Sense: Obesity	H-A			¾" VT
050118	Food Sense: Protein & Meat Substitutes	H-A			¾" VT
050119	Food Sense: Reducing Diets	H-A			¾" VT
050120	Food Sense: Vitamins	H-A			¾" VT
052008	Food to Grow On	J-H		X	
050015	Food to Live & Grow — Habits of Health	P-J	X		
050010	Food: Fads and Facts	J-A	X		
052007	Food: From Source to You	P-J		X	
050011	Food: Keep It Safe to Eat	J-A	X		
050012	Food: More for Your Money	J-A	X		
050121	Food . . . Your Choice Level 4—Health	J-H			LK
050122	Food . . . Your Choice Level 4—Home Economics	J-H			LK
050123	Food . . . Your Choice Level 4—Science	J-H			LK
050124	Food . . . Your Choice Level 4—Social Studies	J-H			LK
052006	Foods, Fads and Fallacies	J-H		X	
050125	Fresh Look at Fruits, A	H-A			ST
050126	Fresh Look at Vegetables, A	A-Pro			ST
052009	Frozen Gold	P-H		X	
050016	Fuel for Life	J-H	X		

VT = Video Tape
CS = Computer Software

LK = Learning Kits
ST = Slide/Tape Materials

Title Number	Title	Grade Level	16mm	Film Strip	Other
050017	Fueling the Human Machine	J-A	X		
050130	Getting It All Together	P-H	X		
050018	Good Eating Habits	P-I	X		
052010	Good Sense and Good Food	J-H		X	
050127	Grab a Byte	J			CS
052011	Grain Foods	J-H		X	
050128	Great Nutrition Turn On	P-H	X		
050129	Growing Story, A	K-J		X	
050119	Have a Healthy Baby: Pregnancy	J-A	X		
050020	Healthy Mother, Healthy Baby	J-A	X		
050021	How a Hamburger Turns Into You	J-H	X		
052140	How to Use Recipes	A-Pro			ST
050131	How Food Becomes Part of You	P-J		X	
050132	How to Lose Weight	J-A		X	
052012	Human Development	J-H		X	
050174	Importance of Kitchen Sanitation and Hygiene, The	A-Pro			ST
052013	Increasing Importance of Grain Foods	J-H		X	
050022	Innovations and Challenges	J-H	X		
050134	Inside My Mom	J-H		X	
050250	Inside My Mom	J-H			ST
050023	It Happens Every Noon	A	X		
050024	It Is Not Good for You	J-H	X		
050025	Jenny Is a Good Thing	A-Pro	X		
050135	Junk Food Film--Exposing Those Bad Habits	P-J	X		
050136	Kitchen Equipment Care	A-Pro			ST
050175	Kitchen Fires--Prevention and Control	A-Pro			ST
050173	Kitchen Sanitation Rules	A-Pro			ST
052014	Label Literacy	J-A		X	
050026	Look Before You Eat	J-H	X		
050137	Look Inside Yourself	P-H	X		
050138	Main Attraction, The	J-A		X	
052015	Michael Likes Good Food	K-P		X	
050028	Most Important Person, The	K-P	X		
050029	Mr. Peanut's Guide to Nutrition	P	X		
052016	Newest School Subject--Breakfast	P		X	

CS = Computer Software
ST = Slide/Tape Materials

Title Number	Title	Grade Level	16mm	Film Strip	Other
050139	Nutrition Addition to the Three R's	A-Pro			ST
052017	Nutrition and You	J-H		X	
050141	Nutrition for Athletes	J-A		X	
050030	Nutrition for Sports: Facts and Fallacies	J-A	X		
050143	Nutrition on the Run	J-H		X	
050142	Nutrition Is	H-A	X		
050140	Nutrition: Food and Health	J-A			ST
052019	Nutrition Around the Clock	K-P		X	
050144	Obesity	J-A		X	
052020	Orange Birds Get to Know Good Nutrition Show	K-P		X	
020048	Owl and Fred Jones, The	P-I	X		
050032	Physical Fitness: It Can Save Your Life	J-H	X		
050033	Places We Eat In	J-H	X		
050145	Portion Control: A Team Effort	A-Pro	X		
052130	Portion Control: Everyone's Responsibility	A-Pro			ST
050034	Preparing Meals: The Last Step	J-H	X		
050146	Professor Whacko's Incredible Pill	K-P		X	
052021	Project AM--Today's Food and Breakfast	P-J		X	
050147	Racer That Lost His Edge	P-H	X		
050148	Read the Label, Set a Better Table	H-A	X		
050149	Real Talking Singing Action Movie About Nutrition, The	P-J	X		
050150	Receiving and Storing	A-Pro	X		
050151	Rupert the Tired Rabbit	K-4			ST
050035	Salt: The Hidden Threat	J-A	X		
050152	Sanitation & Hygiene: Basic Rules	H-A	X		
050277	Sanitation: It's Your Responsibility	A-Pro	X		
050036	School Starts With Breakfast	A	X		
052023	Snacking Mouse, The	P		X	
052024	Snacking Mouse Goes to School	P		X	
050037	Snacks Count Too	J-H	X		
050038	Soopergoop	P-A	X		
050153	Soybean Protein . . . You'll Be Surprised	J-H		X	
052150	Storage and Receiving Procedures	H-A-Pro			ST
050154	Sugar Cereal Imitation Orange Breakfast	P-A	X		
050039	Three Meals a Day, Plus	J-H	X		

ST = Slide/Tape Materials

Title Number	Title	Grade Level	16mm	Film Strip	Other
052025	Toothtown, U.S.A.	P		X	
050155	Unwanted Four, The	A-Pro			ST
050156	Using Kitchen Knives: Safe and Efficient Use	A-Pro			ST
050157	Using Standardized Recipes	A-Pro	X		
050158	Vegetable Preparation	H-A	X		
052026	Vitamins and Minerals	J-H		X	
050040	Vitamins From Food	P-J	X		
050041	Vitamins: What Do They Do?	J-A	X		
050198	Waistland: Why Diets Don't Work	J-A	X		
050042	Weight Reduction and Weight Control	J-A	X		
050159	What Foods People Need	P-J		X	
050160	What I Usually Eat	3-6			CS
050161	What Is Food?	P-J		X	
050162	What's Good to Eat?	I-J	X		
052027	What Is in a Label?	H-A		X	
050044	What's In It for Me?	J-H	X		
050045	What's Nutrition?	J-H	X		
050046	Whole Body Manual	I-H	X		
050163	Why People Eat What They Do	P-J		X	
052028	Winnie the Pooh--Nutrition and You	P		X	
052029	Winning the Grocery Game	J-H		X	
050164	Work Smart, Stay Safe	A-Pro			ST
050200	You and Your Food	P	X		
050165	You're It	A-Pro			ST
052030	Young and Nutritious, The	P		X	
050048	Your Food	P	X		

CS = Computer Software
ST = Slide/Tape Materials

SOURCES OF NUTRITION EDUCATION MATERIALS

American Dental Association
211 E. Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
430 N. Michigan Avenue
Chicago, Illinois 60611

American Dry Milk Institute, Inc.
130 N. Franklin Street
Chicago, Illinois 60606

American Institute of Baking
Consumer Service Department
400 E. Ontario Street
Chicago, Illinois 60611

American Heart Association
7320 Greenville Avenue
Dallas, Texas 75231

American Meat Board
59 E. Van Buran Street
Chicago, Illinois 60606

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

American School Food Service Association
4101 E. Iliff Avenue
Denver, Colorado 80222

Associated Milk Producers, Inc.
Consumer Services Division
1700 N. Sooner Road, Rt. 4
Oklahoma City, Oklahoma 73111

Associated Milk Producers, Inc.
Consumer Services Division
6240 E. 15th Street
Tulsa, Oklahoma 74112

California Apricot Advisory Board
1295 Boulevard Way, Suite H
Walnut Creek, California 94595

California Iceberg Lettuce
P.O. Box 3354
Monterey, California 93940

California Prune Advisory Board
World Trade Center
San Francisco, California 94111

California Raisin Advisory Board
P.O. Box 5335, Dept. H E
Fresno, California 93755

California Strawberry Advisory Board
P.O. Box 269
Watsonville, California 95072

California Table Grape Commission
P.O. Box 5498
Fresno, California 93755

California Tree Fruit Agreement
P.O. Box 255383
Sacramento, California 95825

Campbell Soup Company
Home Economics Department
375 Memorial Avenue
Camden, New Jersey 08101

Carnation Company
Food Service Division, Box 120
Pico Rivera, California 90665

Castle & Cooke, Inc.
Patricia Collier, Manager Home Economics
50 California Street
San Francisco, California 94111

Cereal Institute, Inc.
Educational Director
135 S. LaSalle Street
Chicago, Illinois 60603

Channing L. Bete Company, Inc.
200 State Road
South Deerfield, Massachusetts 01373

Chevron Chemical Company
Educational Materials
Public Affairs Department
P.O. Box 3744
San Francisco, California 94119

Chiquita Brands, Inc.
Food Service Sales
15 Mercedes Drive
Montvale, New Jersey 07645

Cling Peach Advisory Board
1 California Street
San Francisco, California 94111

Dairy Nutrition Council, Inc.
6 N. Michigan Avenue
Chicago, Illinois 60602-4859

Del Monte Teaching Aids
P.O. Box 9075
Clinton, Iowa 52732

Florida Citrus Commission
P.O. Box 148
Lakeland, Florida 33802-0148

Food & Nutrition & Educational Resources Center
U.S. Department of Agriculture
National Agricultural Library
Beltsville, Maryland 20705

General Foods Consumer Center
250 North Street
White Plains, New York 10625

General Mills, Inc.
General Offices
9200 Wayzata Boulevard
Minneapolis, Minnesota 55440

Green Giant Company
Consumer Services Department
Chaska, Minnesota 55318

H.J. Heinz Company
P.O. Box 57
Pittsburg, Pennsylvania 15230

Human Nutrition Information Center
U.S. Department of Agriculture
Federal Building
Hyattsville, Maryland 20782

International Apple Institute
2430 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

Keebler Company
Food Service Division
One Hollow Tree Lane
Elmhurst, Illinois 60126

Kellogg Company
Department of Home Economics Services
235 Porter Street
Battle Creek, Michigan 49016

Kraft Foods
500 Peshtigo Court
Chicago, Illinois 60690

Mann Packing Company, Inc.
P.O. Box 908
Salinas, California 93901

Metropolitan Life Insurance Company
Health & Welfare Division
1 Madison Avenue
New York, New York 10010

National Academy of Sciences
National Research Council
Washington, D.C. 20025

National Apple Institute
2000 P Street, N.W.
Washington, D.C. 20036

National Canners Association
Home Economics — Consumer Services
1133 20th Street, N.W.
Washington, D.C. 20036

National Dairy Council
6300 N. River Road
Rosemont, Illinois 60018

National Foundation
March of Dimes
1275 Mamaroneck Avenue
White Plains, New York 10605

National Live Stock and Meat Board
444 N. Michigan Avenue
Chicago, Illinois 60611

National Oats Company, Inc.
Cedar Rapids, Iowa 52402

Nutrition
Consumer Information Center
Pueblo, Colorado 81009

Nutrition Foundation, Inc.
Office of Education and Public Affairs
888 17th Street, N.W., Suite 300
Washington, D.C. 20006

Oklahoma Blue Cross & Blue Shield
1215 S. Boulder
P.O. Box 3283
Tulsa, Okahoma 74102

Oklahoma Peanut Commission
P.O. Box D
Madill, Oklahoma 73446

Oklahoma Wheat Commission
505 N.E. 46th Street, Suite 2
Oklahoma City, Oklahoma 73105

Pacific Coast Canned Pear Services
217 6th Avenue North
Seattle, Washington 98109

Pillsbury Company
Box 1526
Minneapolis, Minnesota 55460

Potato Board
1385 S. Colorado Boulevard, Suite 512
Denver, Colorado 80222

Proctor and Gamble
Educational Services
2261 Spring Grove Avenue
Cincinnati, Ohio 45214

Produce Marketing Association
700 Barksdale Road, Suite 6
Newark, Delaware 19711

Quaker Oats Company
Box 14302
Dayton, Ohio 45414

Society for Nutrition Education
1736 Franklin Street
Oakland, California 94612

Standard Brands Educational Service
P.O. Box 2695
Grand Central Station
New York, New York 10017

Sunkist Growers, Inc.
Consumer Services
P.O. Box 7888
Van Nuys, California 91409

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Swift and Company
1919 Swift Drive
Oak Brook, Illinois 60521

Tupperware Home Parties
Educational Services Program
P.O. Box 2353
Orlando, Florida 32802

United Fresh Fruit & Vegetable Association
Educational Material
Box 510
Dansville, New York 14437

United Fruit Company
P.O. Box 227
Prudential Center
Boston, Massachusetts 02199

U.S. Department of Agriculture
Food and Nutrition Service
Washington, D.C. 20250

U.S. Department of Health, Education & Welfare
Public Health Services
Food and Drug Administration
Rockville, Maryland 20857

Vitamin Information Bureau, Inc.
664 N. Michigan Avenue
Chicago, Illinois 60611

Washington State Apple Growers
P.O. Box 18
Wenatchee, Washington 98801

Western Growers Association
3091 Wilshire Boulevard
Los Angeles, California 90005

Wheat Flour Institute
309 W. Jackson Boulevard
Chicago, Illinois 60606